CUMULATIVE INDEX
Volumes 1-9

The Cumulative Index consists of three sections:

1. *Author Index.* Entries include articles and reviews published in this Journal, arranged alphabetically by author. For a particular first author, entries are arranged chronologically, without regard to multiple authorship (on the assumption that the user is more likely to be familiar with the chronology of a particular author's papers that with the details of multiple authorship). Cross-references to co-authored papers for which the particular author was not the first author are grouped together at the end of the chronological listing for that author.
2. *Title Index.* Entries to all titles are arranged alphabetically without regard to the articles *a, an,* and *the* in the titles.
3. *Review Index.* Entries to all titles reviewed are arranged alphabetically without regard to the articles *a, an,* and *the* in the titles. Authors who reviewed these titles are listed alphabetically in the Author Index.

AUTHOR INDEX

Abrams, F. L. See Birkimer, J. C. (**3:2,** 95-100).

Achenbach, T. M. The historical context of treatment for delinquent and maladjusted children: Past, present, and future (**1:1,** 3-14).

Adams, T. A. See Warrenfeltz, R. B. (**7:1,** 18-27); Kelly, W. J. (**9:1,** 27-35).

Adelman, H. S. Predicting psycho-educational problems in childhood (**3:3,** 148-159).

Aiken, T. W., Stumphauzer, J. S., & Veloz, E. V. Behavioral analysis of nondelinquent brothers in high juvenile crime (**2:4,** 212-222).

See also Stumphauzer, J. S. (**2:2,** 76-84).

Albion, F. M. A methodological analysis of self-control in applied settings (**8:2,** 87-102).

Algozzine, B., Schmid, R., & Connors, R. Toward an acceptable definition of emotional disturbance (**4:1,** 48-52).

Algozzine, B. The disturbing child: A matter of opinion (**5:2,** 112-115).

Algozzine, B., & Sherry, L. Issues in the education of emotionally disturbed children (**6:4,** 223-237).

See also Curran, T. J. (**5:3,** 169-174); Olson, J. (**5:2,** 96-101); Ruhl, K. (**9:2,** 153-155); Schmid, R. (**9:2,** 105-112).

Alwes, D. R., Sr. Re-ed school: A model for serving emotionally disturbed children (**3:2,** 67-70).

Apter, S. J. *Review of* Teaching children self-control: Preventing emotional and learning problems in the elementary school, by S. A. Fagen, N. J. Long, & D. J. Stevens (**4:1,** 61-62).

Armstrong, S. W. See Frith, G. H. (**9:2,** 113-116).

Audette, R. H., & Heiny, R. W. The governance of early education programs: A case in support of public school responsibility for them (**3:3,** 168-177).

Bailey, D. B., Jr., Bender, W. N., & Montgomery, D. L. Comparison of teacher, peer, and self-ratings of classroom and social behavior of adolescents (**8:3,** 153-160).

Baker, A. M. The efficacy of the Feingold K-P diet: A review of pertinent empirical investigations (**6:1,** 32-35).

Ballou, M. *Review of* Hey, I got sump'n to tell you an' it cool, by J. L. Monaco & E. L. Zaslow (**3:1,** 59-61).

Barnette, S. M., & Parker, L. G. Suspension and expulsion of the emotionally handicapped: Issues and practices (**7:3,** 173-179).

Beare, P. Mainstreaming approach for behaviorally disordered secondary students in a rural school district (**6:4,** 209-218).

Beare, P. L., & Lynch, E. C. Rural area emotional disturbance service delivery: Problems and future directions (**8:4,** 251-257).

Beegle, C. P. See Warrenfeltz, R. B. (**7:1,** 18-27); Kelly, W. J. (**9:1,** 27-35).

Bell, J. P. Our needs and other ecological concerns: A teacher's personal view of work with "secondary school-aged seriously emotionally disturbed children" (**4:3,** 168-172).

Bellafiore, L. A., & Salend, S. J. Modifying inappropriate behaviors through a peer-confrontation system (**8:4,** 274-279).

Bellow, J. See Harding, E. H. (**4:1,** 13-22).

Bender, W. N. See Bailey, D. B., Jr. (**8:3,** 153-160).

Benson, G. P. See Zieman, G. L. (**5:4,** 212-222); Zieman, G. L. (**6:4,** 197-205).

Bierly, C., & Billingsley, F. F. An investigation of the educative effects of overcorrection on the behavior of an autistic child (**9:1,** 11-21).

Bigler, E. D. Childhood and adolescent inhalent abuses: Where's the behavioral research? (**2:4,** 250-251).

Billingsley, F. F. *Review of* Teaching discipline: A positive approach for educational development, by C. H. Madsen, Jr. & C. K. Madsen (**8:2,** 138-140).

See also Bierly, C. (**9:1,** 11-21).

Birkimer, J. C., Vaccaro, A. R., Abrams, F. L., & Brown, J. Group approach to effecting changes in children through parent training (**3:2,** 95-100).

Birkimer, J. C., & Brown, J. H. The effects of student self-control on the reduction of children's problem behaviors (**4:2,** 131-136).

Black, A. M., & Black, B. J. The mentally ill adolescent special education-career education (**4:3,** 193-195).

Black, B. J. See Black, A. M. (**4:3,** 193-195).

Blackhurst, A. E., McLoughlin, J. A., & Price, L. M. Issues in the development of programs to prepare teachers of children with learning and behavior disorders (**2:3,** 157-168).

Blankenship, C. S. See Johnson, L. J., Jr. (**9:3,** 167-174).

Blatt, B. On competencies and incompetencies, instruction and destruction, individualization and depersonalization: Reflections on the now-movement (**1:2,** 89-96).

Bloom, R. B. Therapeutic management of children's profanity (**2:4,** 205-211).

Bloom, R. B. The effects of disturbed adolescents on their teachers (**8:3,** 209-216).

Boomer, L. W., & King, T. R. Teacher indentification of behavior problems among junior high school students: A preliminary study (**6:4,** 219-222).

See also Zabel, R. H. (**9:3,** 215-221).

Booth, S. R., & Fairbank, D. W. Videotape feedback as a behavior management technique (**9:1,** 55-59).

Braaten, S. The Madison school program: Programming for secondary level severely emotionally disturbed youth (**4:3,** 153-162).

Braaten, S. *Review of* Educating maladjusted children, by R. Laslett (**9:1,** 74-75).

Brady, M. P. See Gunter, P. (**9:4,** 254-263).

Braun, S. J., & Lasher, M. G. Can programs for special needs preschoolers thrive in public schools? (**3:3,** 160-167).

Brazil, N. See Crooks, C. (**3:2,** 121-126).

Brewer, K. L., & Lackey, J. W. Building appropriate peer interaction: Afternoon curriculum (**3:2,** 105-110).

Brito, L. A. My special recipe for a successful B. D. class (**3:2,** 101).

Brito, L. A. Community involvement parallels behavior objectives (**3:2,** 118-120).

Brown, J. H. See Birkimer, J. C. (**3:2,** 95-100); Birkimer, J. C. (**4:2,** 131-136).

Brown, L., Hamill, D. D., & Sherbenou, R. J. The reliability of four measures of children's behavior with deviant populations (**6:3,** 180-182).

Brown, W. K., & Mader, W. D. Pennsylvania's approach to educating neglected and delinquent children (**1:1,** 54-56).

Brown, W. K. Delinquents comment about institutional educational programs (**1:1,** 61-63).

Brown, W. K., & Simpson, B. F., Jr. Confrontation of self through outdoor challenge: Pennsylvania's outdoor experience for juvenile offenders (**2:1,** 41-48).

Brown, W. K. Maturation as a factor in delinquency devolution (**6:4,** 206-208).

Brownsmith, K. See Fink, A. H. (**2:4,** 223-224).

Bryan, J. H. See Bryan, T. (**2:3,** 141-145).

Bryan, T., & Bryan, J. H. The social-emotional side of learning disabilities (**2:3,** 141-145).

Buchman, K. See Rieth, H. J. (**3:1,** 45-54).

Buckhalt, J. A. *Review of* Childhood behavior disorders, by B. Algozzine, R. Schmid, & C. D. Mercer (**9:1,** 72-73).

Buescher, T. M. See Wood, P. C. (**4:4,** 232-238).

Bullock, L. See Reilly, T. F. (**4.4,** 246-250).

Burt, M. A. See Vacc, N. A. (**5:3,** 180-185); Vacc, N. A. (**6:1,** 26-31).

Cannon, M. Comments on William Rhodes' predictions (to Rhodes' The future) (**8:1,** 68-71).

Carducci, D. J. Positive peer culture and assertiveness training: Complementary modalities for dealing with disturbed and disturbing adolescents (**5:3,** 156-162).

Center, D. B. The relationship of behavior problems to developmental deficits in children with behavior disorders (**6:3,** 135-138).

Clements, J. E. See Platt, J. S. (**5:3,** 197-205).

Cohen, S. B. See Hallahan, D. P. (**2:3,** 132-135).

Coldiron, J. R. See Guerriero, C. A. (**1:1,** 45-50).

Coleman, M. See Gilliam, J. E. (**7:3,** 189-196).

Condon, M. W. F. See St. Clair, R. N. (**3:1,** 7-12).

Connors, R. See Algozzine, B. (**4:1,** 48-52).

Cook, L. *Review of* Disruptive youth in school, J. B. Jordan, D. A. Sabatino, & R. C. Sarri, eds. (**9:3,** 223-224).

Cosper, M. R., & Erickson, M. T. Relationships among observed classroom behavior and three types of teacher ratings (**9:3,** 189-195).

Costello, J. The group home as an alternative to institutionalization for delinquent and socially-maladjusted youth (**1:1,** 37-44).

Cotter, P. D. See Dollinger, S. J. (**6:1,** 36-40).

Coutinho, M. J. *Review of* Teaching students with behavior disorders: Techniques for classroom instruction, by P. A. Gallagher (**5:2,** 126-129).

Crealock, C. Juvenile delinquency: The Canadian perspective (**3:4,** 308-311).

Creekmore, N. N., & Madan, A. J. The use of sociodrama as a therapeutic technique with behavior disordered children (**7:1,** 28-33).

Crooks, C., Garrett, J., & Brazil, N. Cooperation with teacher training institutions (**3:2,** 121-126).

Crouse, T. R. See Warrenfeltz, R. B. (**7:1,** 18-27); Kelly, W. J. (**9:1,** 27-35).

Csapo, M. The behaviorally disordered child in Canada's schools (**6:3,** 139-149).

Csapo. M. Effects of social learning training with socially rejected children (**8:3,** 199-208).

Cullinan, D., & Epstein, M. H. Patterns of maladjustment of behaviorally disordered male students (**9;3,** 175-181).

See also Epstein, M. H. (**7:4,** 219-224); Epstein, M. H. (**8:3,** 171-175).

Curran, T. J., & Algozzine, B. Ecological disturbance: A test of the matching hypothesis (**5:3,** 169-174).

Dalby, J. T. *Review of* Handbook of minimal brain dysfunction: A critical view, H. E. Rie & E. D. Rie, eds. (**6:4,** 257-258).

Davis, R. P. Voices (**3:4,** 314-327).

Day, R. M., Fox, J. J., Shores, R. E., Lindeman, D. P., & Stowitschek, J. J. The social competence intervention project: Developing education procedures for teaching social interaction skills to handicapped children (**8:2,** 120-127).

Dedrick, C. See Stainback W. (**4:2,** 99-115).

DeMagistris, R. J., & Imber, S. C. The effects of life space interviewing on academic and social performance of behaviorally disordered children (**6:1,** 12-25).

Dembinski, R. J. The reliability of self-control behavior inventory (**4:2,** 137-142).

Denison, C. See Wood, P. C. (**4:4,** 232-238).

Dillard, J. W. See Dunlap, W. R. (**5:2,** 108-111); Perna, S. J., Jr. (**9:1,** 36-42).

Dollinger, S. J., & Cotter, P. D. Behavioral and cognitive-control strategies in the elimination of an 11-year-old boy's psychogenic pain (**6:1,** 36-40).

Donellon, S. See Voeltz, L. (**3:4,** 250-267).

Donnellan, A. M. The criterion of the least dangerous assumption (**9:2,** 141-150).

Drummond, H. Power, madness and poverty (**7:2,** 101-109).

Drummond, H. A. reply to replies (re Power, madness and poverty) (**7:2,** 128).

Dunlap, W. R., & Dillard, J. W. Problem behavior from the parincipal's perception: A new view (**5:2,** 108-111).

See also Perna, S J., Jr. (**9:1,** 36-42).

Dvorak, R. See Forness, S. R. (**7:4,** 207-212).

Edgar, E., Singer, T., Ritchie, C., & Heggelund, M. Parents as facilitators in developing an individual approach to parent involvement (**6:2,** 122-127).

Edgar, E. *Review of* Punishment and aversive stimulation in special education: Legal, theoretical, and practical issues in their use with emotionally disturbed children and youth, F. H. Wood & K. C. Lakin, eds. (**7:4,** 255-256).

Edge, D., Talley, R., Sparks, L., & Hegele, D. Motivating children to learn through parents training (**3:1,** 39-44).

Ehbrecht, M. E. A child psychiatrist responds (to Drummond's Power, madness and poverty) (**7:2,** 111-112).

Elder, M. D. See Hudgens, W. A. (**3:2,** 71-79).

Elliott, J. *Review of* Discipline and behavioral management, by D. A. Sabatino, A. C. Sabatino, & L. Mann (**9:4,** 277).

Elliott, S. N. See Witt, J. C. (**9:2,** 94-104).

Enright, B. E., & Linkous, L. W. The triad model: Emotional conflict as an interactive process (**4:4,** 242-245).

Enright, B. E., Higgins, K., & Sellers, J. Guidelines for providing services to children experiencing emotional conflict (**5:4,** 250-253).

Epperson, K., & Herps, D. A day in the life of a re-ed child (**3:2,** 84-86).

Epstein, M. H., & Cullinan, D. Using social comparison procedures in educating behaviorally disordered pupils (**7:4,** 219-224).

Epstein, M. H., Cullinan, D., & Rosemeir, R. A. Behavior problems of behaviorally disordered and normal adolescents (**8:3,** 171-175).

Epstein, M. H. *Review of* Child behavor problems, by R. McAuley & P. McAuley (**8:4,** 281).

See also Cullinan, D. (**9:3,** 175-181).

Erickson, M. T. See Cosper, M. R. (**9:3,** 189-195).

Erickson, P. G. See Mahan, G. H. (**2:2,** 116-117).

Errera, J., & Marlowe, M. Low lead levels and behavior problems in children (**7:3,** 163-172).

Esquivel, L. See Salend, S. J. (**9:2,** 89-94).

Eyde, D. R. See Menolascino, F. J. (**5:1,** 41-47).

Ezzell, D. L. See Stowitschek, C. E. (**5:3,** 136-150).

Fagen, S. A., & Long, N. J. A psychoeducational curriculum approach to teaching self-control (**4:2,** 68-82).

Fagen, S. A., & Long, N. J. Reply to Morse and Haring (re Fagen-Long self control curriculum) (**4:2,** 95-98).

Fairbank, D. W. See Booth, S. R. (**9:1,** 55-59).

Feldman, D., Kinnison, L., Jay, R., & Harth, R. The effects of differential labeling on professional concepts and attitudes toward the emotionally disturbed/behaviorally disordered (**8:3,** 191-198).

Fink, A. H., & Gillespie, P. H. The female juvenile delinquent as a reflection of sex-role stereotyping (**1.1,** 15-20).

Fink, A. H., & Brownsmith, K. Project INSTEP: A model in-service training program for teachers of the behaviorally disordered (**2:4,** 223-224).

Fink, A. H., McCauley, R., Rhodes, W. C., & Whelan, R. J. Philosophy and practice: Always the twain shall meet (discussion) (**7:1,** 46-55).

Forness, S. R., & Dvorak, R. Effects of test time-limits on achievement scores of behaviorally disordered adolescents (**7:4,** 207-212).

Forness, S. R. Diagnostic schooling for children or adolescents with behavioral disorders (**8:3,** 176-190).

Fowler, A. Profile of a re-ed child (**3:2,** 80-83).

Fox, J. J. See Day, R. M. (**8:2,** 120-127); Gunter, P. (**9:4,** 254-263).

Fox, V. B. Delinquency and its treatment in current persepctive (**2:1,** 5-15).

Frew, T. W. *Review of* Assertive discipline in the classroom, by L. Canter (**4:2,** 143-144).

Friedland, S. J. See Meisels, S. J. (**3:3,** 178-185).

Frith, G. H., & Armstrong, S. W. The versatility of paraprofessionals in programs for children with behavioral disorders (**9:2,** 113-116).

Gable, R. A., & Strain, P. S. Staff training issues within residential programs for behavioral disordered children (**4:4,** 201-207).

Gable, R. A., & Shores, R. E. Comparison of procedures for promoting reading proficiency for two children with behavioral and learning disorders (**5:2,** 102-107).

Gable, R. A., & Strain, P. S. Individualizing a token reinforcement system for the treatment of children's behavior disorders (**7:1,** 39-45).

Garcia, E. E. *Review of* Clinical behavior therapy with children, by T. H. Ollendick & J. A. Cerney (**9:3,** 226-227).

Gardner, S. See Stevens, G. (**8:1,** 9-18).

Garrett, J. See Crooks, C. **3:2,** 121-126).

Gershaw, N. J. See Goldstein, A. P. (**8:3,** 161-170).

Gibbons, S. *Review of* Child psychopathology: Assessment, etiology and treatment, by M. Erickson (**3:3,** 228-229).

Gibson, J. M. Pennsylvania operationalizes computerized youth services tracking and monitoring system (**2:4,** 238-241).

Gillespie, P. H. See Fink, A. H. (**1:1,** 15-20).

Gilliam, J. E., & Coleman, M. A survey of knowledge about autism among experts and caregivers (**7:3,** 189-196).

Givens-Ogle, L. B. See Lilly, M. S. (**6:2,** 73-77).

Gleissner, L. See Nietupski, J. (**8:4,** 244-250).

Glick, B. Youth between the cracks (**4:4,** 227-231).

Goers, G. Developing self responsibility: The night program (**3:2,** 111-113).

Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., & Klein, P. Structured learning: A psychoeducational approach for teaching social competencies (**8:3,** 161-170).

Goldstein, S. See Morgan, D. (**8:4,** 265-273).

Goldzweig, I. R. See Gunter, P. (**9:4,** 254-263).

Gonter, M .See Mandlebaum, L. H. (**8:4,** 258-264).

Greenwood, C. R. *Review of* Managing inappropriate behaviors in the classroom, by T. C. Lovitt (**8:2,** 140-141).

See also Walker, H. M. (**1:2,** 112-122).

Grosenick, J. K. *Review of* Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered, by H. R. Reinert, (**1:2,** 144-145)

Grosenick, J. K. Public school and mental health services to severely behavior disordered students (**6:3,** 183-190).

Grosenick, J. K. Tangents tossed from an ivory tower (response to Rhodes' The future) (**8:1,** 60-62).

Gruber, J. J. See Noland, M. (**4:1,** 6-12).

Guerriero, C. A., Coldiron, J. R., & Husband, A. Educational quality assessment: A method of assessing educational profiles of institutionalized delinquents (**1:1,** 45-50).

Guerriero, C. A. Are students responsible citizens? Old question — new data (**2:4,** 230-234).

Gunter, P., Brady, M. P., Shores, R. E., Fox, J. J., Owen, S., & Goldzweig, I. R. The reduction of aberrant vocalizations with auditory feedback and resulting collateral behavior change of two autistic boys (**9:4,** 254-263).

Hale, M. A. R. See Noll, D. (**3:2,** 114-117).

Hallahan, D. P., & Cohen, S. B. Learning disabilities: Problems in definition (**2:3,** 132-135).

Hammill, D. D. See Brown, L. (**6:3,** 180-182).

Hamre-Nietupski, S. See Nietupski, J. (**8:4,** 244-250).

Handleman, J. S., & Harris, S. L. A comparison of

one-to-one versus couplet instruction with autistic children (**9:1,** 22-26).

Harding, E. H., Bellow, J., & Penwell, L. W. Project Aftercare: Follow-up to residential treatment (**4:1,** 13-22).

Haring, M .J. *Review of* Child behavior therapy: Principles, procedures, and empirical basis, by A. O. Ross (**8:1,** 73-74).

Haring, N. G. Reply to Fagen-Long self-control curriculum (**4:2,** 92-94).

Harris, J. W. See Platt, J. S. (**5:3,** 197-205).

Harris, L. See Schloss, P. J. (**9:3,** 182-188).

Harris, S. L. See Handleman, J. S. (**9:1,** 22-26).

Harth, R. *Review of* Behavior disorders in children (2nd ed.), by H. F. Clarizio & G. F. McCoy (**2:2,** 118-119).

Harth, R. *Review of* The troubled and troubling child, by N. Hobbs (**8:2,** 138).

See also Feldman, D. (**8:3,** 191-198).

Hasazi, S. E. See Knight, M. F. (**6:2,** 92-100).

Hatcher, C. See Stainback, W. (**9:3,** 196-206).

Haughton, D. See Lazar, A. L. (**2:2,** 85-88).

Healy, H. See Stainback, W. (**9:3,** 196-206).

Hecimovic, A. See Stowitschek, C. E. (**7:3,** 136-148).

Hegele, D. See Edge, D. (**3:1,** 39-44).

Heggelund, M. See Edgar, E. (**6:2,** 122-127).

Heiny, R. W. See Audette, R. H. (**3:3,** 168-177).

Heron, T. E., & McCormick, S. Building upon successful reading experiences: A response to Treadway (**4:1,** 63-66).

Herps, D. See Epperson, K. (**3:2,** 84-86).

Heward, W. L., McCormick, S. H., & Joynes, Y. Completing job applications: Evaluation of an instructional program for mildly retarded juvenile delinquents (**5:4,** 223-234).

See also Marshall, A. E. (**4:4,** 215-226).

Higgins, K. See Enright, B. E. (**5:4,** 250-253).

Hill, D. S. See La Nunziata, L. J. (**6:4,** 238-246).

Hirshoren, A. See Kavale, K. (**5:3,** 151-155).

Hisama, T. Minority group children and behavior disorders: The case of Asian-American children (**5:3,** 186-196).

Hobbs, N. Perspectives on re-education (**3:2,** 65-66).

Hops, H. See Walker, H. M. (**1:2,** 112-122).

Howe, C. E. Responding as a parent and as an administrator (to Rhodes' The future) (**8:1,** 62-64).

Howell, K., & Rutherford, R. B., Jr. The limits of legislation (**4:3,** 196-199).

Hudgens, W. A., Elder, M. D., Rymarowicz, P., & Montgomery, P. A. Interaction and communication of re-ed staff (**3:2,** 71-79).

Husband, A. See Guerriero, C. A. (**1:1,** 45-50).

Hutton, J. B., & Roberts, T. G. Relationships of sociometric status and characteristics of emotional disturbance (**8:1,** 19-24).

Idol-Maestas, L. A teacher training model: The resource/consulting teacher (**6:2,** 108-121).

Imber, S. C. Organizing regional conferences: Practice and philosophy (**6:1,** 65-67).

See also DeMagistris, R. J. (**6:1,** 12-25).

Irvine, S. R. See Wilson, J. R. (**3:4,** 276-287).

Jay, R. See Feldman, D. (**8:3,** 191-198).

Jeffers, D. A. The RFP, a new management device for Pennsylvania (**2:1,** 57-59).

Jennings, R. A psychologist responds (to Drummond's Power, madness and poverty) (**7:2,** 117-120).

Jesness, C. F. The youth center project: Transactional analysis and behavior modification programs for delinquents (**1:1,** 27-36).

Johnson, J. L. Helping incarcerated youth: An organizational approach (**5:2,** 86-95).

Johnson, L. J., Jr., & Blankenship, C. S. A comparison of label-induced expectancy bias in two preservice teacher education programs (**9:3,** 167-174).

Joynes, Y. See Heward, W. L. (**5:4,** 223-234).

Juul, K. D., & Linton, T. E. European approaches to the treatment of behavior disordered children (**3:4,** 232-249).

Juul, K. D. *Review of* Help starts here: The maladjusted child in the ordinary school, by I. Kolvin, R. F. Garside, A. R. Nichol, A. Macmillan, F. Wolstenholme, & I. M. Leitch (**9:2,** 152-153).

Kaleta, E. J. See Mahan, G. H. (**2:2,** 116-117).

Kane, M. S. See Schloss, P. J. (**6:3,** 175-179).

Kauffman, J. M. See Nelson, C. M. (**2:1,** 29-37); Nelson, C. M. (**2:2,** 102-113).

Kavale, K., & Hirshoren, A. Public school and university teacher training programs for behaviorally disordered children: Are they compatible? (**5:3,** 151-155).

Kavale, K. A., & Nye, C. The effectiveness of drug treatment for severe behavior disorders: A meta-analysis (**9:2,** 117-130).

Kelly, W. J., Salzberg, C. L., Levy, S. M., Warrenfeltz, R. B., Adams, T. A., Crouse, T. R., & Beegle, C. P. The effects of role-playing and self-monitoring on the generalization of vocational social skills by behaviorally disordered adolescents (**9:1,** 27-35).

See also Warrenfeltz, R. B. (**7:1,** 18-27).

Kershman, S. See McLoughlin, J. A. (**4:1,** 31-35).

King, T. R. See Boomer, L. W. (**6:4,** 219-222); Zabel, R. H. (**9:3,** 215-221).

Kinnison, L. See Feldman, D. (**8:3,** 191-198).

Kiraly, J., Jr. See McGinnis (**9:4,** 239-246).
Kirkbride, D. S., & Rohleder, N. A. A relationship between mental health and education (**3:2,** 127-129).
Klein, E. *Review of* Teaching strategies for children in conflict: Curriculum methods and materials, by H. L. Swanson & H. R. Reinert (**5:4,** 278-282).
Klein, H. Se Pierce, L. (**7:2,** 69-74).
Klein, P. See Goldstein, A. P. (**8:3,** 161-170).
Knapczyk, D. R. Diet control in the management of behavior disorders (**5:1,** 2-9).
Knapczyk, D. R. Handling physical problems in children (**7:3,** 157-162).
Knight, M. F., Meyers, H. W., Paolucci-Whitcomb, P., Hasazi, S. E., Nevin, A. A four year evaluation of consulting teacher service (**6:2,** 92-100).
Knotts, R. See Mell, L. W. (**2:1,** 53-56).
Konopasek, D. E. *Review of* Behavior evaluation scale, by S. B. McCarney, J. E. Leigh, & J. A. Cornbleet (**8:4,** 280-281).
Konopasek, D. E. *Review of* The conflict resolution curriculum for children in emotional conflict, by M. R. Self (**9:3,** 222-223).
Koorland, M. A., & Westling, D. L. An applied behavior analysis research primer for behavioral change personnel (**6:3,** 164-174).
Koppitz, E. M. Strategies for diagnosis and identification of children with behavior and learning problems (**2:3,** 136-140).
Kovale, K. *Review of* Developmental therapy: A textbook for teachers or therapists for emotionally disturbed young children, by M. W. Wood (**3:4,** 328-331).
Krause, L. A. See La Nunziata, L. J. (**6:4,** 238-246).
Krouse, J. See Mandlebaum, L. H. (**8:4,** 258-264).
Lackey, J. W. See Brewer, K. L. (**3:2,** 105-110).
Lakin, K. C. Research-based knowledge and professional practices in special education for emotionally disturbed students (**8:2,** 128-137).
Laneve, R. S. Mark Twain school: A therapeutic educational environment for emotionally disturbed students (**4:3,** 183-192).
La Nunziata, L. J., Hill, D. S., & Krause, L. A. Teaching social skills in classrooms for behaviorally disturbed students (**6:4,** 238-246).
Lasher, M. G. See Braun, S. J. (**3:3,** 160-167).
Lattimore, C. B. Vocational training and the OIC (**1:1,** 57-60).
Lawrenson, G. M., & McKinnon, A. J. A survey of classroom teachers of the emotionally disturbed: Attrition and burnout factors (**8:1,** 41-49).
Lazar, A. L., Haughton, D., & Orpet, R. A study of attitude acceptance and social adjustment (**2:2,** 85-88).
Lebsock, M. S., & Salzberg, C. L. The use of role play and reinforcement procedures in the development of generalized interpersonal behavior with emotionally disturbed-behavior disordered adolescents in a special education classroom (**6:3,** 150-163).
Leigh, J. E. *Review of* Educating disturbed adolescents: Theory and practice, by P. Towns (**8:1,** 72-73).
Lennon, W. P., Jr. See Truckenmiller, J. L. (**3:4,** 300-307).
Leone, P. A descriptive follow-up of behaviorally disordered adolescents (**9:3,** 207-214).
Leone, P. *Review of* Treating children's fears and phobias: A behavioral approach, by R. J. Morris & T. R. Kratochwill (**9:4,** 278).
Levy, S. M. See Warrenfeltz, R. B. (**7.1,** 18-27); Kelly, W. J. (**9:1,** 27-35).
Lewis, B. L. See Stowitschek, C. E. (**5:3,** 136-150).
Lewis, W. W. Ecological factors in successful residential treatment (**7:3,** 149-156).
Lilly, M. S. Competency-based teacher education: A personal perspective (**1:2,** 105-111).
Lilly, M. S., & Givens-Ogle, L. B. Teacher consultation: Present, past, and future (**6:2,** 73-77).
Lindeman, D. P. See Day, R. M. (**8:2,** 120-127).
Linkous, L. W. See Enright, B. E. (**4:4,** 242-245).
Linton, T. E. See Juul, K. D. (**3:4,** 232-249).
Lombardo, D. L. The Pennsylvania youth services system: A community planning model (**2:4,** 235-237).
Long, K. A. Emotionally disturbed children as the underdetected and underserved public school population: Reasons and recommendations (**9:1,** 46-54).
Long, N. J. See Fagen, S. A. (**4:2,** 68-82, 95-98).
Lorimer, J. I. A child's view of re-ed (**3:2,** 87-91).
Lynch, E. C. See Beare, P. L. (**8:4,** 251-257).
Madan, A. J. See Creekmore, N. N. (**7:1,** 28-33).
Mader, W. D. See Brown, W. K. (**1:1,** 54-56).
Magliocca, J. A., & Magliocca, L. A. Special education in transition: Behavior disordered children in Australia (**5:3,** 175-179).
Magliocca, L. A. See Magliocca, J. A. (**5:3,** 175-179).
Mahan, G. H., Kaleta, E. J., & Erickson, P. G. Working model for behaviorally disordered students (**2:2,** 116-117).
Maher, M. See Schmid, R. (**9:2,** 105-112).
Majovski, L. V., & Oettinger, L., Jr. Neuropsychological and treatment aspects of learning and behavior disorders in children (**5:1,** 30-40).
Mandlebaum, L. H., Russell, S. C., Krouse, J., & Gonter, M. Assertive discipline: An effective classwide behavior management program (**8:4,** 258-264).

Manduchi, J., & Nardello, F. J., Jr. Education is treatment, not treatment and education (**1:1,** 51-53).

Manzo, A. V. Motivation and reading: Personal reflections and lessons (**3:1,** 13-19).

Marcus, L. M. Developmental assessment as a basis for planning educational programs for autistic children (**3:3,** 219-226).

Marlowe, M. Games analysis treatment of social isolation in a gender disturbed boy (**6:1,** 41-50).

See also Errera, J. (**7:3,** 163-172).

Marshall, A. E., & Heward, W. L. Teaching self-management to incarcerated youth (**4:4,** 215-226).

Martens, B. K. See Witt, J. C. (**9:2,** 95-104).

Mastropieri, M. A., & Scruggs, T. E. *Review of* H & H "How to" series, N. H. Azrin, V. A. Besalel, R. V. Hall, & M. C. Hall, eds. (**7:3,** 199-201).

Mattingly, J. B. The Camp Hill project: Objectives and design (**2:1,** 49-52).

Mauser, A. J. See Sabatino, D. A. (**1:1,** 21-26).

McCarney, S. B. *Review of* Children with learning and behavior problems: A behavior management approach, by W. I. Gardner (**3:3,** 229-230).

McCauley, R. W. The future and child variance (response to Rhodes' The future) (**8:1,** 55-60).

See also Fink, A. H. (**7:1,** 46-55).

McCormick, S. H. See Heron, T. E. (***4:1,*** 63-66); Heward, W. L. (**5:4,** 223-234).

McDermott, P. A., & Watkins, M. W. Dimensions of maladaptive behavior among kindergarten level children (**7:1,** 11-17).

McGinnis. E. A consultant for the behaviorally disordered responds (to Drummond's Power, madness and poverty) (**7:2,** 112-117).

McGinnis, E., Kiraly, J., Jr., & Smith, C. R. The types of data used in identifying public school students as behaviorally disordered (**9:4,** 239-246)

McGlothlin, J. E. The school consultation committee: An approach to implementing a teacher consultation model (**6:2,** 101-107).

McKinnon, A. J. See Lawrenson, G. M. (**8:1,** 41-49).

McLeskey, J. *Review of* Teaching the learning disabled child, by N. C. Haring & B. Bateman (**5:3,** 209-210).

McLoughlin, J. A., & Kershman, S. Including the handicapped (**4:1,** 31-35).

See also Blackhurst, A. E. (**2:3,** 157-168).

Meisels, S. J., & Friedland, S. J. Mainstreaming young emotionally disturbed children: Rationale and restraints (**3:3,** 178-185).

Mell, L. W., & Knotts, R. Problems and methods of implementing a treatment program for a secure unit (**2:1,** 53-56).

Menolascino, F. J., & Eyde, D. R. Biophysical bases of autism (**5:1,** 41-47).

Mercurio, S. See Vacc, N. A. (**2:2,** 114-115).

Mesinger, J. F. Juvenile delinquents: A relatively untapped population for special education (**2:1,** 22-28, **2:2,** 95-101).

Mesinger, J. F. *Review of* Development psychopathology, by T. A. Achenbach (**2:1,** 60-61).

Mesinger, J. F. Alternative education for behavior disordered and delinquent adolescent youth: What works — maybe? (**7:2,** 91-100).

Meyers, H. W. See Knight, M. F. (**6:2,** 92-100).

Miller, S. See Schloss, P. J. (**6:3,** 175-179).

Millman, H. S., & Pancost, R. O. Program evaluation in a residential treatment center (**2:2,** 66-75).

Minner, S. See Sydney, J. (**9:1,** 43-45).

Montgomery, D. L. See Bailey, D. B, Jr. (**8:3,** 153-160).

Montgomery, P. A., & Van Fleet, D. S. Evaluation of behavioral and academic changes through the re-ed process (**3:2,** 136-146).

See also Hudgens, W. A. (**3:2,** 71-79).

Morgan, D., Young, K. R., & Goldstein, S. Teaching behaviorally disordered students to increase teacher attention and praise in mainstreamed classrooms (**8:4,** 265-273).

Morgan, S. R. Personality variables as predictors of empathy (**2:2,** 89-94).

Morgan, S. R. Personnel preparation and implementation of services for severely disturbed children (**3:4,** 268-275).

Morgan, S. R. A descriptive analysis of maladjusted behavior in socially rejected children (**4:1,** 23-30).

Morgan, S. R. Case-history and clinical observations: Valuable material for teachers (**5:1,** 48-52).

Morrow, L. W., & Presswood, S. The effects of a self-control technique on eliminating three stereotypic behaviors in a multiply-handicapped institutionalized adolescent (**9:4,** 247-253).

Morse, W. C. Competency in teaching socio-emotional impaired (**1:2,** 83-88).

Morse, W. C. Self-control: The Fagen-Long curriculum (**4:2,** 83-91).

Morse, W. C. Reactions to certain of Rhodes' predictions (**7:4,** 249-254).

Mosley, W. J. *Review of* Mainstreaming emotionally disturbed children, by A. J. Pappanikou & J. L. Paul (**2:4,** 243-246).

Mour, S. I. Teacher behaviors and ecological balance (**3:1,** 55-58).

Murphy, L., & Ross, S. M. Student self-control as a basis for instructional adaptation with behav-

iorally disordered children (**8:4,** 237-243).
Nagrodsky, J. R. The LD/ED child: The practitioner's point of view from a Title I program perspective (**2:3,** 152-156).
Nardello, F. J., Jr. See Manduchi, J. (**1:1,** 51-53).
Nazzaro, J. N. Views and reviews from CEC/ERIC (**2:3,** 178-182; **2:4,** 246-249; **3:4,** 332-336; **4:2,** 145-149; **5:1,** 74-77).
Neel, R. S. How to put the consultant to work in consulting teaching (**6:2,** 78-81).
Nelson, C. M., & Kauffman, J. M. Educational programming for secondary school age delinquent and maladjusted pupils (**2:1,** 29-37, **2:2,** 102-113).
Nelson, C. M., & Stevens, K. B. An accountable consultation model for mainstreaming behaviorally disordered children (**6:2,** 82-91).
Nelson, C. M. *Review of* Report to the nation on crime and justice: The data (NCJ-87068), by the U.S. Dept. of Justice (**9:2,** 155).

See also Shores, R. (**1:2,** 123-232).

Netick, A. Extrinsic and intrinsic motivation — bridging the gap (**3:1,** 27-29).
Nevin, A. See Knight, M. F. (**6:2,** 92-100).
Newman, R. K., & Simpson, R. L. Modifying the least restrictive environment to facilitate the integration of severely emotionally disturbed children and youth (**8:2,** 103-112).
Nichols, P. *Review of* Educating children with severe maladaptive behaviors, by S. Stainback & W. Stainback (**7:1.** 56-58).
Nichols, P. *Review of* The acting out child: Coping with classroom disruption, by H. Walker (**7:2,** 129-130).
Nichols, P. *Review of* Think aloud: Increasing social and cognitive skills — A problem solving program for children, primary level, by B. W. Camp (**7:3,** 197-198).
Nichols, P. *Review of* Advances in clinical child psychology: Volume 5, B. B. Lahey & A. E. Kazdin, eds. (**8:3,** 217).
Nichols, P. *Review of* Teaching behavioral self-control to students, by E. A. Workman (**8:3,** 217-218).
Nichols, P. *Review of* Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school, by J. S. Kaplan (**9:1,** 70-72).
Nietupski, J., Stainback, W., Gleissner, L., Stainback, S., & Hamre-Nietupski, S. Effects of socially outgoing versus withdrawn nonhandicapped peer partners on nonhandicapped/handicapped student interactions (**8:4,** 244-250).
Noland, M., & Gruber, J. J. Self-perception, personality, and behavior in emotionally disturbed children (**4:1,** 6-12).
Noll, D., & Hale, M. A. R. Camping re-ed style (**3:2,** 114-117).
Nye, C. See Kavale, K. A. (**9:2,** 117-130).
Oettinger, L., Jr. See Majovski, L. V. (**5:1,** 30-40).
Olson, J., Algozzine, B., & Schmid, R. E. Mild, moderate and severe EH: An empty distinction? (**5:2,** 96-101).
Orpet, R. See Lazar, A. L. (**2:2,** 85-88).
Owen, S. See Gunter, P. (**9:4,** 254-263).
Pancost, R. O. See Millman, H. S. (**2:2,** 66-75).
Paolucci-Whitcomb, P. See Knight, M. F. (**6:2,** 92-100).
Parker, L. G. Teacher competencies or certification competencies (**5:3,** 163-168).

See also Barnette, M. (**7:3,** 173-179).

Patterson, N. See Rieth, H. J. (**3:1,** 45-54).
Pearl, S. The responsibility resource rooms and resource center: A program administrator looks at training needs of teachers of emotionally disturbed students in secondary school programs (**4:3,** 163-167).
Penwell, L. W. See Harding, E. H. (**4:1,** 13-22).
Perna, S. J., Jr., Dunlap, W. R., & Dillard, J. W. The relationship of internal locus of control, academic achievement, and IQ on emotionally disturbed boys (**9:1,** 36-42).
Peterson, R. L. A teacher trainer responds (to Rhodes' Beyond theory and practice) (**5:4,** 272-274).
Peterson, R. L. Theory Z child variance (**7:4,** 243-249).
Pierce, L., & Klein, H. A comparison of parent and child perception of the child's behavior (**7:2,** 69-74).
Pine, P. B. See Salend, S. J. (**9:2,** 89-94).
Pittenger, J. C. A philosophy of commitment (**2:1,** 39-40).
Platt, J. S., Harris, J. W., & Clements, J. E. The effects of individually designed reinforcement schedules on attending and academic performance with behaviorally disordered adolescents (**5:3,** 197-205).
Plenk, A. M. Activity group therapy for emotionally disturbed preschool children (**3:3,** 210-218).
Polsgrove, L. Self-control: Methods for child training (**4:2,** 116-130).
Polsgrove, L. Return to baseline: Some comments on Smith's reinterpretation of seclusionary timeout (**8:1,** 50-52)

See also Rieth, H. J. (**3:1,** 45-54).

Presswood, S. See Morrow, L. W. (**9:4,** 247-253).

Price, L. M. See Blackhurst, A. E. (**2:3,** 157-168).
Priestly, P. A. The implications of the Warnock report for the education of the maladjusted (**3:4,** 294-299).
Prieto, A. G., & Rutherford, R. B., Jr. A ecological assessment technique for behaviorally disordered and learning disabled children (**2:3,** 169-175).
Prieto, A. G., & Zucker, S. H. Teacher perception of race as a factor in the placement of behaviorally disordered children (**7:1,** 34-38).
Raaz, N. A parent responds (to Rhodes' Beyond theory and practice) (**5:4,** 264-267).
Raia, S. See Rieth, H. J. (**3:1,** 45-54).
Raschke, D. Stainback, S., & Stainback, W. The predictive capabilities of three sources for a promised consequence (**7:4,** 213-218).
Reed, J. W. Parents/re-ed: Partners in education (**3:2,** 92-94).
Reilly, T. F., & Bullock, L. Academic and intellectual functioning of adjudicated adolescents: A status report based on randomly selected core studies (**4:4,** 246-250).
Reinhart, J. A. *Review of* Effective teaching methods for autistic children, by R. C. Oppenheimer (**5:1,** 70-71).
Reinhart, J. A. *Review of* An approach to teaching autistic children. M. P. Everard, ed. (**5:1,** 72-73).
Rezmierski, L. See Rezmierski, V. (**4:3,** 173-182).
Rezmierski, V., & Rezmierski, L. The institution special education program: A working program and its message to teacher training (**4:3,** 173-182).

See also Rubbinstein, M. F. (**9:1,** 60-67).

Rhodes, W. C. The illusion of normality (**2:2,** 122-129).
Rhodes, W. C. Beyond theory and practice: Implications in programming for children with emotional disabilities (**5:4,** 254-263).
Rhodes, W. C. A reply to replies (**5:4,** 275-277).
Rhodes, W. C. The future (**7:4,** 226-234).

See also Fink, A. H. (**7:1,** 46-55).

Rich, H. L. Behavior disorders and school: A case of sexism and racial bias (**2:4,** 201-204).
Rich, G. R. Single subject research designs in the placement and organization of education for atypical students (**2:1,** 62-64).
Rieth, H. J. Polsgrove, L., Raia, S., Patterson, N., & Buchman, K. The use of free time to increase the reading achievement of three students placed in programs for behavior disordered children (**3:1,** 45-54).
Ritchie, C. See Edgar, E. (**6:2,** 122-127).
Roberts, M. See Shores, R. (**1:2,** 123-132).
Roberts, T. G. See Hutton, J. B. (**8:1,** 19-24).
Rohleder, N. A. See Kirkbride, D. S. (**3:2,** 127-129).
Rosemeir, R. A. See Epstein, M. H. (**8:3,** 171-175).
Ross, S. M. See Murphy, L. (**8:4,** 237-243).
Rowell, C. G. Motivating students to learn to read through language arts (**3:1,** 20-26).
Rubbinstein, M. F., & Rezmierski, V. Understanding nonproductive system responses to emotionally disturbed and behaviorally disordered students (**9:1,** 60-67).
Rubin, S. *Review of* Are you ready to mainstream? Helping preschoolers with learning and behavior problems, by S. J. Braun & M. G. Lasher (**3:3,** 227-228).
Rueda, R. *Review of* The utilization of classroom peers as behavior change agents, P. S. Strain, ed. (**8:4,** 283-284).
Ruhl, K., & Algozzine, B. *Review of* Troubled children/troubled systems, by S. J. Apter (**9:2,** 153-155).
Russell, S. C. See Mandlebaum, L. H. (**8:4,** 258-264).
Rutherford, R. B., Jr. See Prieto, A. G. (**2:3,** 169-175); Howell, K. (**4:3,** 196-199).
Rymarowicz, P., & Wendler, D. F. Making a program come alive: Behavior awareness through academic development (**3:2,** 102-104).

See also Hudgens, W. A. (**3:2,** 71-79).

Sabatino, D. A., Mauser, A. J., & Skok, J. Educational practices in correctional institutions (**1:1,** 21-26).
Safran, S. P. Resource consultant communication and teacher expectations of behaviorally disordered children (**8:1,** 25-31).
St. Clair, R. N., & Condon, M. W. F. The implications of the sociology of knowledge for language behavior (**3:1,** 7-12).
Salend, S. J., Esquivel, L., & Pine, P. B. Regular and special education teachers' estimates of use of aversive contingencies (**9:2,** 89-94).

See also Bellafiore, L. A. (**8:4,** 274-279).

Salzberg, C. L. See Lebsock, M. S. (**6:3,** 150-163); Warrenfeltz, R. B. (**7:1,** 18-27); Kelly, W. J. (**9:1,** 27-35).
Schloss, C. N. See Schloss, P. J. (**9:3,** 182-188).
Schloss, P. J., Kane, M. S., & Miller, S. Truancy intervention with behavior disordered adolescents (**6:3,** 175-179).
Schloss, P. J. Classroom-based intervention for students exhibiting depressive reactions (**8:4,** 231-236).
Schloss, P. J., Schloss, C. N., & Harris, L. A multiple baseline analysis of an interpersonal skills training program for depressed youth (**9:3,** 183-188).

Schmid, R. E., Algozzine, B., Maher, M., & Wells, D. Teaching emotionally disturbed adolescents: A study of selected teacher and teaching characteristics (**9:2,** 105-112).

See also Algozzine, B. (**4:1,** 48-52); Olson, J. (**5:2,** 96-101).

Scruggs, T. E. See Mastropieri, M. A. (**7:3,** 199-201).
Sellers, J. See Enright, B. E. (**5:4,** 250-253).
Semmel, D. See Semmel, M. I. (**1:2,** 69-82).
Semmel, M. I., & Semmel, D. Competency-based teacher education: An overview (**1:2,** 69-82).
Semmel, M. I. Assessing performance of teachers through direct observation and computer processing (**1:2,** 133-143).
Sherbenou, R. J. See Brown, L. (**6:3,** 180-182).
Sherrets, S. D. See Wilson, J. E. (**5:1,** 60-69).
Sherry, L. See Algozzine, B. (**6:4,** 223-237).
Shores, R., Roberts, M., & Nelson, C. M. An empirical model for the development of competencies for teachers of children with behavior disorders (**1:2,** 123-132).

See also Gable, R. A. (**5:2,** 102-107); Stowitschek, C. E. (**5:3,** 136-150); Stowitschek, C. E. (**7:3,** 136-148); Day, R. M. (**8:2,** 120-127); Gunter, P. (**9:4,** 254-263).

Siegel, P. See Vacc, N. A. (**5:4,** 235-239).
Simeonsson, R., Strenecky, M. K., & Strenecky, B. J. Behavior disorders and reading deficits: Behavioral intervention (**3:1,** 33-38).
Simpson, B F., Jr. See Brown, W. K. (**2:1,** 41-48).
Simpson, R. L., & Swenson, C. R. The effects and side-effects of an overcorrection procedure applied by parents of severely emotionally disturbed children in a home environment (**5:2,** 79-85).
Simpson, R. L., Swenson, C. R., & Thompson, T. N. Academic performance in the classroom as a function of a parent applied home management program with severely emotionally disturbed children (**6:1,** 4-11).

See also Newman, R. K. (**8:2,** 103-112).

Singer, T. See Edgar, E. (**6:2,** 122-127).
Skok, J. A. Pennsylvania youth forum: YDC residents speak (**2:4,** 225-229).
Skok, J. A., & Truckenmiller, J. L. Intellectual evaluation and social labeling: An assessment proposal for institutionalized delinquents (**4:4,** 208-214).

See also Sabatino, D. A. (**1:1,** 21-26); Truckenmiller, J. L. (**3:4,** 300-307).

Smiley, W. C. Classification and delinquency: A review (**2:4,** 184-200).
Smith, C. R. Media: Two roads . . . (**5:2,** 129-133).
Smith, C. R. *Review of* Strategies for managing behavior problems in the classroom, by M. M. Kerr & C. M. Nelson (**9:1,** 68-70).

See also McGinnis, E. (**9:4,**).
Smith, D. E. P. Is isolation room time-out a punisher? (**6:4,** 247-256).
Smith, D. E. P. Timeout as reduced environmental stimulation (RES): Reply to Polsgrove (**8:1,** 53-55).
Soldan, P. W. Personality characteristics of teachers of behavior disordered children (**6:1,** 59-61).
Sparks, L. See Edge, D. (**3:1,** 39-44).
Sprafkin, R. P. See Goldstein, A. P. (**8:3,** 161-170).
Stainback, S., & Stainback, W. Teaching language to the severely behaviorally handicapped: A review of procedures (**4:1,** 36-47).
Stainback, S., & Stainback, W. Changing behaviors indicative of attitudes and emotions (**6:1,** 51-58).

See also Stainback W. (**4:2,** 99-115); Stainback, W. (**5:4,** 240-249); Stainback, W. (**7:2,** 75-81); Raschke, D. (**7:4,** 213-218); Nietpuski, J. (**8:4,** 244-250); Stainback, W. (**9:3,** 196-206.

Stainback, W., Stainback, S., & Dedrick, C. Controlling severe maladaptive behaviors (**4:2,** 99-115).
Stainback, W., & Stainback, S. Some trends in the education of children labeled behaviorally disordered (**5:4,** 240-249).
Stainback, W., & Stainback, S. Social interactions between autistic students and their peers (**7:2,** 75-81).
Stainback, W. *Review of* Autism, by J. E. Gilliam (**9:2,** 151-152).
Stainback, W., & Stainback, S., Hatcher, C., Strathe, M., & Healy, H. Teaching nonhandicapped students about individual differences: A pilot study (**9:3,** 196-206).

See also Stainback, S. (**4:1,** 36-47); Stainback, S. (**6:1,** 51-58); Raschke, D. (**7:4,** 213-218); Nietupski, J. (**8:4,** 244-250).

Starks, P. N. National impact in sharing re-ed success (**3:2,** 130-135).
Starlin, C. M. An educational consultant responds (to Drummond's Power, madness and poverty) (**7:2,** 120-128).
Stephens, T. M. Teachers attack students — senate committee finds emotional problems created in schools — teachers found to be derelict — educators fail to prepare teachers (**1:2,** 146-148).
Stephens, T. M. Teaching learning and behavioral disabled students in least restrictive environments (**2:3,** 146-151).
Stevens, G., & Gardner, S. A study of attitudes toward hyperkinesis using Q methodology

(**8:1,** 9-18).

Stevens, K. B. See Nelson, C. M. (**6:2,** 82-91).

Stockdale, L. T., & Swanson, J. P. Perspectives on the Rhodes predictions by special education teachers (response to Rhodes' The future) (**8:1,** 64-68).

Stowitschek, C. E., Lewis, B. L., Shores, R. E., & Ezzell, D. L. Procedures for analyzing student performance data to generate hypothesis for the purpose of educational decision making (**5:3,** 136-150).

Stowitshek, C. E., Hecimovic, A., Stowitschek, J. J., & Shores, R. E. Behaviorally disordered adolescents as peer tutors: Immediate and generative effects on instructional performance and spelling achievement (**7:3,** 136-148).

Stowitschek, J. J. See Stowitschek, C. E. (**7:3,** 136-148); Day, R. M. (**8:2,** 120-127).

Strain, P. S. See Gable, R. A. (**4:4,** 201-207); Gable, R. A. (**7:1,** 39-45).

Strathe, M. See Stainback, W. (**9:3,** 196-206).

Streib, V. See Walters, D. R. (**2:1,** 16-21).

Strenecky, B. J. See Simeonsson, R. (**3:1,** 33-38).

Strenecky, M. K. See Simeonsson, R. (**3:1,** 33-38).

Strider, F. D., & Strider, M. A. Current applications of biofeedback technology to the problems of children and youth (**5:1,** 53-59).

Strider, M. A. See Strider, F. D. (**5:1,** 53-59).

Stumphauzer, J. S., Aiken, T. W., & Veloz, E. V. The east side story (**2:2,** 76-84).

See also Aiken, T. W. (**2:4,** 212-222).

Swan, W. W. See Wood, M. M. (**3:3,** 197-209).

Swanson, H. L. *A reply to a review of* Teaching strategies for children in conflict: Curriculum, methods, and materials (**7:1,** 58-62).

Swanson, J. P. See Stockdale, L. T. (**8:1,** 64-68).

Swap, S. M. The ecological model of emotional disturbance in children: A status report and proposed synthesis (**3:3,** 186-196).

Swap, S. M. *Review of* Emotionally disturbed and deviant children: New views and approaches, by W. C. Rhodes & J. L. Paul (**5:3,** 206-208).

Swenson, C. R. See Simpson, R. L. (**5:2,** 79-85); Simpson, R. L. (**6:1,** 4-11).

Sydney, J., & Minner, S. The influence of sibling information on the placement recommendation of special class teachers (**9:1,** 43-45).

Talley, R. See Edge, D. (**3:1,** 39-44).

Thompson, T. N. See Simpson, R. L. (**6:1,** 11-14).

Thurman, R. L., & Yard, G. J. Sec education and the behavioral disordered: A strategy pertinent to parents and professionals (**4:1,** 53-60).

See also Yard, G. J. (7:2, 86-90).

Treadway, K. A. Building upon successful reading experiences (**3:1,** 30-32).

Truckenmiller, J. L. Construct validation of the H.E.W. Office of Youth Development national strategy for youth development model (**3:4,** 288-293).

Truckenmiller, J. L., Skok, J. A., & Lennon, W. P., Jr. Pennsylvania youth services system: A review and endorsement (**3:4,** 300-307).

Truckenmiller, J. L. Delinquency, bread, and books (**7:2,** 82-85).

Also see Skok, J. A. (**4:4,** 208-214).

Vacc, N. A., & Mercurio, S. Two measures and teacher ratings of impulsivity (**2:2,** 114-115).

Vacc, N. A., & Burt, M. A. Assessment of cognitive complexity with emotionally handicapped children (**5:3,** 180-185).

Vacc, N. A., & Siegel, P. Children who are physically separated in the classroom (**5:4,** 235-239).

Vacc, N. A., & Burt, M. A. Assessment of cognitive complexity with emotionally handicapped children (**6:1,** 26-31).

Vaccaro, A. R. See Birkimer, J. C. (**3:2,** 95-100).

Van Allen, R. Spizarinctum! A base for reading (**3:1,** 2-6).

Van Fleet, D. S. See Montgomery, P. A. (**3:2,** 136-146).

Veloz, E. V. See Stumphauzer, J. S. (**2:2,** 76-84); Aiken, T. W. (**2:4,** 212-222).

Voeltz, L. An evaluation of the status of competency-based teacher education for teachers of behavior-disordered children (**1:2,** 97-104).

Voeltz, L. *Review of* Psychopathology and child development: Research and treatment, by E. Schopler & R. J. Reichler (**2:2,** 120-121).

Voeltz, L., & Donellon, S. Some issues in the area of behavioral disorders and the schools in Hawaii and the Pacific Basin (**3:4,** 250-267).

Walker, H. M., Hops, H., & Greenwood, C. R. Competency-based training issues in the development of behavior management packages for specific classroom behavior disorders (**1:2,** 112-122).

Walters, D. R., & Streib, V. Emerging human and legal rights of children (**2:1,** 16-21).

Walton, W. T. The use of a relaxation curriculum and biofeedback training in the classroom to reduce inappropriate behaviors of emotionally handicapped children (**5:1,** 10-18).

Warren, P. S. A teacher responds (to Drummond's Power, madness and poverty) (**7:2,** 109-111).

Warrenfeltz, R. B., Kelly, W. J., Salzberg, C. L., Beegle, C. P., Levy, S. M., Adams, T. A., Crouse, T. R. Social skills training of behavior disordered adolescents with self-monitoring to promote generalization to a vocational setting (**7:1,** 18-27).

See also Kelly, W. J. (**9:1,** 27-35).

Watkins, M. W. See McDermott, P. A. (**7:1,** 11-17).
Wells, D. See Schmid, R. (**9:2,** 105-112).
Wendler, D. F. See Rymarowicz, P. (**3:2,** 102-104).
Westling, D. L. See Koorland, M. A. (**6:3,** 164-174).
Whelan, R. J. *Review of* Characteristics of children's behavior disorders, by J. M. Kauffman (**2:4,** 242-243).

See also Fink, A. H. (**7:1,** 46-55).

White, M. A teacher responds (**5:4,** 268-271).
Williams, B. F., Jr. Practical suggestions for establishing group homes (**4:4,** 239-241).
Wilson, J. E., & Sherrets, S. D. A review of past and current pharmacological interventions in the treatment of emotionally disturbed children and adolescents (**5:1,** 60-69).
Wilson, J. R., & Irvine, S. R. Education and behavior problems in Northern Ireland (**3:4,** 276-287).
Wilson, R. A review of self-control treatments for aggressive behavior (**9:2,** 131-140).
Witt, J. C., Elliott, S. N., & Martens, B. K. Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of behavior problem, and type of intervention (**9:2,** 95-104).
Wixson, S. E. Two resource room models for serving learning and behavioral disordered pupils (**5:2,** 116-125).
Wood, F. H. *Review of* Teaching skills to children with learning and behavior disorders, by T. M. Stephens (**2:3,** 176-178).
Wood, F. H. The antithesist vision of William Rhodes (**7:4,** 234-243).
Wood, M. M., & Swan, W. W. A developmental approach to educating the disturbed young child (**3:3,** 197-209).
Wood, P. C., Buescher, T. M., & Denison, C. Alternative opportunity program: Stemming potential delinquency in young adolescents (**4:4,** 232-238).
Woods, T. S. Reducing severe aggressive and self-injurious behavior: A nonintrusive, home-based approach (**7:3,** 180-188).
Woods, T. S. Procedures and policies for regulating field-based behavioral technology (**8:1,** 32-40).
Yard, G. J. Definition and interpretation of PL 94-142 (**2:4,** 252-254).
Yard, G. J., & Thurman, R. L. Seizure disorders and emotionally disturbed children and youth: An inservice training model (**7:2,** 86-90).

See also Thurman, R. L. (**4:1,** 53-60).

Young, K. R. See Morgan, D. (**8:4,** 265-273).
Zabel, J. H., & Zabel, R. H. Reflections on deviance in Nineteen eighty-four: A conversation with George Orwell (**9:4,** 264-276).
Zabel, R. H., Boomer, L. W., & King, T. R. A model of stress and burnout among teachers of behaviorally disordered students (**9:3,** 215-221).
Zabel, R. H. *Review of* Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered, 2nd ed., by H. R. Reinert (**9:3,** 224-226).

See also Zabel, J. H. (**9:4,** 264-276).

Zentell, S. S. Effects of environmental stimulation on behavior as a function of type behavior disorder (**5:1,** 19-29).
Zieman, G. L., & Benson, G. P. School perceptions of truant adolescent boys (**5:4,** 212-222).
Zieman, G. L., & Benson, G. P. School perceptions of truant adolescent girls (**6:4,** 197-205).
Zionts, P. *Review of* Conflict in the classroom: The education of emotionally disturbed children, 4th ed., by N. J. Long, W. C. Morse, & R. G. Newman (**8:4,** 282-283).
Zucker, S. H. See Prieto, A. G. (**7:1,** 34-38).

TITLE INDEX

Academic and intellectual functioning of adjudicated adolescents: A status report based on randomly selected core studies. T. F. Reilly & L. Bullock (**4:4,** 246-250).
Academic performance in the classroom as a function of a parent applied home management program with severely emotionally disturbed children. R. L. Simpson, C. R. Swenson, & T. N. Thompson (**6:1,** 4-11).
Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of behavior problem, and type of intervention. J. C. Witt, S. N. Elliott, & B. K. Martens (**9:2,** 95-104).
An accountable consultation model for mainstreaming behaviorally disordered children. C. M. Nelson & K. B. Stevens (**6:2,** 82-91).
Activity group therapy for emotionally disturbed preschool children. A. M. Plenk (**3:3,** 210-218).
Alternative education for behavior disordered and delinquent adolescent youth: What works — maybe? J. F. Mesinger (**7:2,** 91-100).
Alternative opportunity program: Stemming potential delinquency in young adolescents. P. C.

Wood, T. M. Buescher, & C. Denison (**4:4,** 232-238).
The antithesist vision of William Rhodes. F. H. Wood (**7:4,** 234-243).
An applied behavior analysis research primer for behavioral change personnel. M. A. Koorland & D. L. Westling (**6:3,** 164-174).
Are students responsible citizens? Old question — new data. C. A. Guerriero (**2:4,** 230-234).
Assertive discipline: An effective classwide behavior management program. L. H. Mandlebaum, S. C. Russell, J. Krouse, & M. Gonter (**8:4,** 258-264).
Assessing performance of teachers through direct observation and computer processing. M. I. Semmel (**1:2,** 133-143).
Assessment of cognitive complexity with emotionally handicapped children. N. A. Vacc & M. A. Burt (**5:3,** 180-185; **6:1,** 26-31).
Behavioral analysis of nondelinquent brothers in high juvenile crime. T. W. Aiken, J. S. Stumphauzer, & E. V. Veloz (**2:4,** 212-222).
Behavioral and cognitive-control strategies in the elimination of an 11-year-old boy's psychogenic plan. S. J. Dollinger & P. D. Cotter (**6:1,** 36-40).
Behaviorally disordered adolescents as peer tutors: Immediate and generative effects on instructional performance and spelling achievement. C. E. Stowitschek, A. Hecimovic, J. J. Stowitschek, & R. E. Shores (**7:3,** 136-148).
The behaviorally disordered child in Canada's schools. M. Csapo (**6:3,** 139-149).
Behavior disorders and reading deficits: Behavioral intervention. R. Simeonsson, M. K. Strenecky, & B. J. Strenecky (**3:1,** 33-38).
Behavior disorders and school: A case of sexism and racial bias. H. L. Rich (**2:4,** 201-204).
Behavior problems of behaviorally disordered and normal adolescents. M. H. Epstein, D. Cullinan, & R. A. Rosemeir (**8:3,** 171-175).
Beyond theory and practice: Implications in programming for children with emotional disabilities. W. C. Rhodes (**5:4,** 254-263).
Biophysical bases of autism. F. J. Menolascino & D. R. Eyde (**5:1,** 41-47).
Building appropriate peer interaction: Afternoon curriculum. K. L. Brewer & J. W. Lackey (**3:2,** 105-110).
Building upon successful reading experiences. K. A. Treadway (**3:1,** 30-32).
Building upon successful reading experiences: A response to Treadway. T. E. Heron & S. McCormick (**4:1,** 63-66).
The Camp Hill project: Objectives and design. J. B. Mattingly (**2:1,** 49-52).
Camping re-ed style. D. Noll & M. A. R. Hale (**3:2,** 114-117).
Can programs for special needs preschoolers thrive in public school? S. J. Braun & M. G. Lasher (**3:3,** 160-167).
Case-history and clinical observations: Valuable material for teachers. S. R. Morgan (**5:1.** 48-52).
Changing behaviors indicative of attitudes and emotions. S. Stainback & W. Stainback (**6:1,** 51-58).
Childhood and adolescent inhalent abuses: Where's the behavioral research? E. D. Bigler (**2:4.** 250-251).
A child psychiatrist responds (to Drummond's Power, madness and poverty). M. E. Ehbrecht (**7:2,** 111-112).
Children who are physically separated in the classroom. N. A. Vacc & P. Siegel (**5:4,** 235-239).
A child's view of re-ed. J. I. Lorimer (**3:2,** 87-91).
Classification and delinquency: A review. W. C. Smiley (**2:4,** 184-200).
Classroom-based intervention for students exhibiting depressive reactions. P. J. Schloss (**8:4,** 231-236).
Comments on William Rhodes' predictions (to Rhodes' The future). M. Cannon (**8:1,** 68-71).
Community involvement parallels behavior objectives. L. A. Brito (**3:2,** 118-120).
A comparison of label-induced expectancy bias in two preservice tacher education programs. L. J. Johnson, Jr. & C. S. Blankenship (**9:3,** 167-174).
A comparison of one-to-one versus couplet instruction with autistic children. J. S. Handleman & S. L. Harris (**9:1,** 22-26).
A comparison of parent and child perception of the child's behavior. L. Pierce & H. Klein (**7:2,** 69-74).
Comparison of procedures for promoting reading proficiency for two children with behavioral and learning disorders. R. A. Gable & R. E. Shores (**5:2,** 102-107).
Comparison of teacher, peer, and self-ratings of classroom and social behavior of adolescents. D. B. Bailey, Jr., W. N. Bender, & D. L. Montgomery (**8:3,** 153-160).
Competency-based teacher education: An overview. M. I. Semmel & D. Semmel (**1:2,** 69-82).
Competency-based teacher education: A personal perspective. M. S. Lilly (**1:2,** 105-111).
Competency-based training issues in the development of behavior management packages for

specific classroom behavior disorders. H. M. Walker, H. Hops, & C. R. Greenwood (**1:2,** 112-122).

Competency in teaching socio-emotional impaired. W. C. Morse (**1:2,** 83-88).,

Completing job applications: Evaluation of an instructional program for mildly retarded juvenile delinquents. W. L. Heward, S. H. McCormick, & Y. Joynes (**5:4,** 223-234).

Confrontation of self through outdoor challenge: Pennsylvania's outdoor experience for juvenile offenders. W. K. Brown & B. F. Simpson, Jr. (**2:1,** 41-48).

Construction validation of the H.E.W. Office of Youth Development national strategy for youth development model. J. L. Truckenmiller (**3:4,** 288-293).

A consultant for the behaviorally disordered responds (to Drummond's Power, madness and poverty). E. McGinnis (**7:2,** 112-117).

Controlling severe maladaptive behaviors. W. Stainback, S. Stainback, & C. Dedrick (**4:2,** 99-115).

Cooperation with teacher training institutions. C. Crooks, J. Garrett, & N. Brazil (**3:2,** 121-126).

The criterion of the least dangerous assumption. A. M. Donnellan (**9:2,** 141-150).

Current applications of biofeedback technology to the problems of children and youth. F. D. Strider & M. A. Strider (**5:1,** 53-59).

A day in the life of a re-ed child. K. Epperson & D. Herps (**3:2,** 84-86).

Definition and interpretation of PL 94-142. G. J. Yard (**2:4,** 252-254).

Delinquency and its treatment in current perspective. V. B. Fox (**2:1,** 5-15).

Delinquency, bread, and books. J. L. Truckenmiller (**7:2,** 82-85).

Delinquents comment about institutional educational programs. W. K. Brown (**1:1,** 61-63).

A descriptive analysis of maladjusted behavior in socially rejected children. S. R. Morgan (**4:1,** 23-30).

A descriptive follow-up of behaviorally disordered adolescents. P. Leone (**9:3,** 207-214).

Developing self responsibility: The night program. G. Goers (**3:2,** 111-113).

A development approach to educating the disturbed young child. M. M. Wood & W. W. Swan (**3:3,** 197-209).

Developmental assessment as a basis for planning educational programs for autistic children. L. M. Marcus (**3:3,** 219-226).

Diagnostic schooling for children or adolescents 176-190).

Diet control in the management of behavior disorders. D. R. Knapczyk (**5:1,** 2-9).

Dimensions of maladaptive behavior among kindergarten level children. P. A. McDermott & M. W. Watkins (**7:1,** 11-17).

The disturbing child: A matter of opinion. B. Algozzine (**5:2,** 112-115).

The east side story. J. S. Stumphauzer, T. W. Aiken, & E. V. Veloz (**2:2,** 76-84).

An ecological assessment technique for behaviorally disordered and learning disabled children. A. G. Prieto & R. B. Rutherford, Jr. (**2:3,** 169-175).

Ecological disturbance: A test of the matching hypothesis. T. J. Curran & B. Algozzine (**5:3,** 169-174).

Ecological factors in successful residential treatment. W. W. Lewis (**7:3,** 149-156).

The ecological model of emotional disturbance in children: A status report and proposed synthesis. S. M. Swap (**3:3,** 186-196).

An educational consultant responds (to Drummond's Power, madness and poverty). C. M. Starlin (**7:2,** 120-128).

Educational practices in correctional institutions. D. A. Sabatino, A. J. Mauser, & J. Skok (**1:1,** 21-26).

Educational programming for secondary school age delinquent and maladjusted pupils. C. M. Nelson & J. M. Kauffman (**2:1,** 29-37; **2:2,** 102-113).

Educational quality assessment: A method of assessing educational profiles of institutionalized delinquents. C. Guerriero, J. R. Coldiron, & A. Husband (**1:1,** 45-50).

Education and behavior problems in Northern Ireland. J. R. Wilson & S. R. Irvine (**3:4,** 276-287).

Education is treatment, not treatment and education. J. Manduchi & F. J. Nardello, Jr. (**1:1,** 51-53).

The effectiveness of drug treatment for severe behavior disorders: A meta-analysis. K. A. Kavale & C. Nye (**9:2,** 117-130).

The effects and side-effects of an overcorrection procedure applied by parents of severely emotionally disturbed children in a home environment. R. L. Simpson & C. R. Swenson (**5:1,** 79-85).

The effects of differential labeling on professional concepts and attitudes toward the emotionally disturbed/behaviorally disordered. D. Feldman, L. Kinnison, R. Jay, & R. Harth (**8:3,** 191-198).

The effects of disturbed adolescents on their teachers. R. B. Bloom (**8:3,** 209-216).

Effects of environmental stimulation on behavior as a function of type behavior disorder. S. S. Zentall (**5:1,** 19-29).

The effects of individually designed reinforcement schedules on attending and academic performance with behaviorally disordered adolescents. J. S. Platt, J. W. Harris, & J. E. Clements (**5:3,** 197-205).

The effects of life space interviewing on academic and social performance on behaviorally disordered children. R. J. DeMagistris & S. C. Imber (**6:1,** 12-25).

The effects of role-playing and self-monitoring on the generalization of vocational social skills by behaviorally disordered adolescents. W. J. Kelly, C. L. Salzberg, S. M. Levy, R. B. Warrenfeltz, T. A. Adams, T. R. Crouse, & C. P. Beegle (**9:1,** 27-35).

The effects of a self-control technique on eliminating three stereotypic behaviors in a multiply-handicapped institutionalized adolescent. L. W. Morrow & S. Presswood (**9:4,** 247-263).

Effects of social learning training with socially rejected children. M. Csapo (**8:3,** 199-208).

Effects of socially outgoing versus withdrawn nonhandicapped peer partners on nonhandicapped/handicapped student interactions. J. Nietupski, W. Stainback, L. Gleissner, S. Stainback, & S. Hamre-Nietupski (**8:4,** 244-250).

The effects of student self-control on the reduction of children's problem behaviors. J. C. Birkimer & J. H. Brown (**4:2,** 131-136).

Effects of test time-limits on achievement scores of behaviorally disordered adolescents. S. R. Forness & R. Dvorak (**7:4,** 207-212).

The efficacy of the Feingold K-P diet: A review of pertinent empirical investigations. A. M. Baker (**6:1,** 32-35).

Emerging human and legal rights of children. D. R. Walters & V. Streib (**2:1,** 16-21).

Emotionally disturbed children as the underdetected and underserved public school population: Reasons and recommendations. K. A. Long (**9:1,** 46-54).

An empirical model for the development of competencies for teachers of children with behavior disorders. R. Shores, M. Roberts & C. M. Nelson (**1:2,** 123-132).

European approaches to the treatment of behavior disordered children. K. D. Juul & T. E. Linton (**3:4,** 232-249).

Evaluation of behavioral and academic changes through the re-ed process. P. A. Montgomery & D. S. Van Fleet (**3:2,** 136-146).

An evaluation of the status of competency-based teacher education for teachers of behavior-disordered children. L. Voeltz, (**1:2,** 97-104).

Extrinsic and intrinsic motivation — bridging the gap. A. Netick (**3:1,** 27-29).

The female juvenile delinquent as a reflection of sex-role stereotyping. A. H. Fink & P. H. Gillespie (**1:1,** 15-20).

A four year evaluation of consulting teacher service. M. F. Knight, H. W. Meyers, P. Paolucci-Whitcomb, S. E. Hasazi, & A. Nevin (**6:2,** 92-100).

The future. W. C. Rhodes (**7:4,** 226-234).

The future and child variance (response to Rhodes' The future). R. W. McCauley (**8:1,** 55-60).

Games analysis treatment of social isolation in a gender disturbed boy. M. Marlowe (**6:1,** 41-50).

The governance of early education programs: A case in support of public school responsibility for them. R. H. Audette & R. W. Heiny (**3:3,** 168-177).

Group approach to effecting changes in children through parent training. J. D. Birkimer, A. R. Vaccaro, F. L. Abrams, & J. Brown (**3:2,** 95-100).

The group home as an alternative to institutionalization for delinquent and socially-maladjusted youth. J. Costello (**1:1,** 37-44).

Guidelines for providing services to children experiencing emotional conflict. B. E. Enright, K. Higgins, & J. Sellers (**5:4,** 250-253).

Handling physical problems in children. D. R. Knapczyk (**7:3,** 157-162).

Helping incarcerated youth: An organizational approach. J. L. Johnson (**5:2,** 86-95).

The historical context of treatment for delinquent and maladjusted children: Past, present, and future. T. M. Achenbach (**1:1,** 3-14).

How to put the consultant to work in consulting teaching. R. S. Neel (**6:2,** 78-81).

The illusion of normality. W. C. Rhodes (**2:2,** 122-129).

The implications of the sociology of knowledge for language behavior. R. N. St. Clair & M. W. F. Condon (**3:1,** 7-12).

The implications of the Warnock report for the education of the maladjusted. P. A. Priestley (**3:4,** 294-299).

Including the handicapped. J. A. McLoughlin & S. Kershman (**4:1,** 31-35).

Individualizing a token reinforcement system for the treatment of children's behavior disorders. R. A. Gable & P. S. Strain (**7:1,** 39-45).

The influence of sibling information on the placement recommendation of special class teachers. J. Sydney & S. Minner (**9:1,** 43-45).

The institution special education program: A working program and its message to teacher train-

ing. V. Rezmierski & L. Rezmierski (**4:3,** 173-182).

Intellectual evaluation and social labeling: An assessment proposal for institutionalized delinquents. J. A. Skok & J. L. Truckenmiller (**4:4,** 208-214).

Interaction and communication of re-ed staff. W. A. Hudgens, M. D. Elder, P. Rymarowicz, & P. A. Montgomery (**3:2,** 71-79).

An investigation of the educative effects of overcorrection on the behavior of an autistic child. C. Bierly & F. F. Billingsley (**9:1,** 11-21).

Is isolation room time-out a punisher? D. E. P. Smith (**6:4,** 247-256).

Issues in the development of programs to prepare teachers of children with learning and behavior disorders. A. E. Blackhurst, J. A. McLoughlin, & L. M. Price (**2:3,** 157-168).

Issues in the education of emotionally disturbed children. B. Algozzine & L. Sherry (**6:4,** 223-237).

Juvenile delinquency: The Canadian perspective. C. Crealock (**3:4,** 308-311).

Juvenile delinquents: A relatively untapped population for special education professionals. J. F. Mesinger (**2:1,** 22-28; **2:2,** 95-101).

The LD/ED child: The practitioner's point of view form a Title I program perspective. J. R. Nagrodsky (**2:3,** 152-156).

Learning disabilities: Problems in definition (**2:3,** 132-135).

The limits of legisiation, K. Howell & R. B. Rutherford, Jr. (**4:3,** 196-190).

Low lead levels and behavior problems in children. J. Errera & M. Marlowe (**7:3,** 163-172).

The Madison school program: Programming for secondary level severely emotionally disturbed youth. S. Braaten (**4:3,** 153-162).

Mainstreaming approach for behaviorally disordered students in a rural school district. P. Beare (**6:4,** 209-218).

Mainstreaming young emotionally disturbed children: Rationale and restraints. S. J. Meisels & S. J. Friedland (**3:3,** 178-185).

Making a program come alive: Behavior awareness through academic development. P. Rymarowicz & D. F. Wendler (**3:2,** 102-104).

Mark Twain school: A therapeutic educational environment for emotionally disturbed students. R. S. Laneve (**4:3,** 183-192).

Maturation as a factor in delinquency devolution. W. K. Brown (**6:4,** 206-208).

Media: Two roads . . . C. R. Smith (**5:2,** 129-133).

The mentally ill adolescent special education-career education. A. M. Black & B. J. Black (**4:3,** 193-195).

A methodological analysis of self-control in applied settings. F. M. Albion (**8:2,** 87-102).

Mild, moderate and severe EH: An empty distinction? J. Olson, B. Algozzine, & R. E. Schmid (**5:2,** 96-101).

Minority group children and behavior disorders: The case of Asian-American children. T. Hisama (**5:3,** 186-196).

A model of stress and burnout among teachers of behaviorally disordered students. R. H. Zabel, L. W. Boomer, & T. R. King (**9:3,** 215-221).

Modifying inappropriate behaviors through a peer-confrontation system. L. A. Bellafiore & S. J. Salend (**8:4,** 274-279).

Modifying the least restrictive environment to facilitate the integration of severely emotionally disturbed children and youth. R. K. Newman & R. L. Simpson (**8:2,** 103-112).

Motivating children to learn through parents training. D. Edge, R. Talley, L. Sparks, & D. Hegele (**3:1,** 39-44).

Motivating students to learn to read through language arts. C. G. Rowell (**3:1,** 20-26).

Motivation and reading: Personal reflections and lessons. A. V. Manzo (**3:1,** 13-19).

A multiple baseline analysis of an interpersonal skills training program for depressed youth. P. J. Schloss, C. N. Schloss, & L. Harris (**9:3,** 182-188).

My special recipe for a successful B.D. class. L. A. Brito (**3:2,** 101).

National impact in sharing re-ed success. P. N. Starks (**3:2,** 130-135).

Neuropsychological and treatment aspects of learning and behavior disorders in children. L. V. Majovski & L. Oettinger, Jr. (**5:5,** 30-40).

On competencies and incompetencies, instruction and destruction, individualization and depersonalization: Reflections on the now-movement. B. Blatt (**1:2,** 89-96).

Organizing regional conferences: Practice and philosophy. S. Imber (**6:1,** 65-67).

Our needs and other ecological concerns: A teacher's personal view of work with "secondary school-aged seriously emotionally disturbed children." J. P. Bell (**4:3,** 168-172).

A parent responds (to Rhodes' Beyond theory and practice). N. Raaz (**5:4,** 264-267).

Parents as facilitators in developing an individual approach to parent involvement. E. Edgar, T. Singer, C. Ritchie, & M. Heggelund (**6:2,** 122-127).

Parents/re-ed: Partners in education. J. W. Reed (**3:2,** 92-94).
Patterns of maladjustment of behaviorally disordered male students. D. Cullinan & M. H. Epstein (**9:3,** 175-181).
Pennsylvania operationalizes computerized youth services tracking and monitoring system. J. M. Gibson (**2:4,** 238-241).
Pennsylvania youth forum: YDC residents speak. J. A. Skok (*2:4,* 225-229).
The Pennsylvania youth services system: A community planning model. D. L. Lombardo (**2:4,** 235-237).
Pennsylvania youth services system: A review and endorsement. J. L. Truckenmiller, J. A. Skok, & W. P. Lennon, Jr. (**3:4,** 300-307).
Pennsylvania's approach to educating neglected and delinquent children. W. K. Brown & W. D. Mader (**1:1,** 54-56).
Personality characteristics of teachers of behavior disordered children. P. W. Soldan (**6:1,** 59-61).
Personality variables as predictors of empathy. S. R. Morgan (**2:2,** 89-94).
Personnel preparation and implementation of services for severely disturbed children. S. R. Morgan (**3:4,** 268-275).
Perspectives on re-education. N. Hobbs (**3:2,** 65-66).
Perspectives on the Rhodes predictions by special education teachers (response to Rhodes' The future). L. T. Stockdale & J. P. Swanson (**8:1,** 64-68).
Philosophy and practice: Always the twain shall meet (discussion). A. H. Fink, R. McCauley, W. C. Rhodes, & R. J. Whelan (**7:1,** 46-55).
A philosophy of commitment. J. C. Pittenger (**2:1,** 39-40).
Postive peer culture and assertiveness training: Complementary modalities for dealing with disturbed and disturbing adolescents. D. J. Carducci (**5:3,** 156-162).
Power, madness and poverty. H. Drummond (**7:2,** 101-109).
Practical suggestions for establishing group homes. B. F. Williams, Jr. (**4:4,** 239-241).
Predicting psycho-educational problems in childhood. H. S. Adelman (**3:3,** 148-159).
The predictive capabilities of three sources for a promised consequence. D. Raschke, S. Stainback, & W. Stainback (**7:4,** 213-218).
Problem behavior from the principal's perception: A new view. W. R. Dunlop & J. W. Dillard (**5:2,** 108-111).
Problems and methods of implementing a treatment program for a secure unit. L. W. Mell & R. Knotts (**2:1,** 53-56).
Procedures and policies for regulating field-based behavioral technology. T. S. Woods (**8:1,** 32-40).
Procedures for analyzing student performance data to generate hypothesis for the purpose of educational decision making. C. E. Stowitschek, B. L. Lewis, R. E. Shores, & D. L. Ezzell (**5:3,** 136-150).
Profile of a re-ed child. A. Fowler (**3:2,** 80-83).
Program evaluation in a residential treatment center. H. S. Millman & R. O. Pancost (**2:2,** 66-75).
Project Aftercare: Follow-up residential treatment. E. H. Harding, J. Bellow, & L. W. Penwell (**4:1,** 13-22).
Project INSTEP: A model in-service training program for teachers of the behaviorally disordered. A. H. Fink & K. Brownsmith (**2:4,** 223-224).
A psychoeducational curriculum approach to teaching self-control. S. A. Fagen & N. J. Long (**4:2,** 68-82).
A psychologist responds (to Drummond's Power, madness and poverty). R. Jennings (**7:2,** 117-120).
Public school and mental health services to severely behavior disordered students. J. K. Grosenick (**6:3,** 183-190).
Public school and university teacher training programs for behaviorally disordered children: Are they compatible? K. Kavale & A. Hirshoren (**5:3,** 151-155).
Reactions to certain of Rhodes' predictions. W. C. Morse (**7:4,** 249-254).
Reducing severe aggressive and self-injurious behavior: A nonintrusive, home based approach. T. S. Woods (**7:3,** 180-188).
The reduction of aberrant vocalizations with auditory feedback and resulting collateral behavior change of two autistic boys. P. Gunter, M. P. Brady, R. E. Shores, J. J. Fox, S. Owen, I. R. Goldzweig (**9:4,** 254-263).
Re-ed school: A model for serving emotionally disturbed children. D. R. Alwes, Sr. (**3:2,** 67-70).
Reflections on deviance in Nineteen eighty-four: A conversation with George Orwell. J. A. Zabel & R. H. Zabel (**9:4,** 264-276).
Regular and special education teacners' estimates of use of aversive contingencies. S. J. Salend, L. Esquivel, & P. B. Pine (**9:2,** 89-94).
A relationship between mental health and education. D. S. Kirkbride & N. A. Rohleder (**3:2,** 127-129).
The relationship of behavior problems to developmental deficits in children with behavior disorders. D. B. Center (**6:3,** 135-138).

The relationship of internal locus of control, academic achievement, and IQ on emotionally disturbed boys. S. J. Perna, Jr., W. R. Dunlap, & L. W. Dillad (**9:1,** 36-42).
Relationships among observed classroom behavior and three types of teacher ratings. M. R. Cosper & M. T. Erickson (**9:3,** 189-195).
Relationships of sociometric status and characteristics of emotional disturbance. J. B. Hutton & T. G. Roberts (**8:1,** 19-24).
The reliability of four measures of children's behavior with deviant populations. L. Brown, D. D. Hammill, & R. J. Sherbenou. (**6:3,** 180-182).
The reliability of self-control behavior inventory. R. J. Dembinski (**4:2,** 137-142).
Reply to Fagen-Long self-control curriculum. N. G. Haring (**4:2,** 92-94).
Reply to Morse and Haring (re Fagen-Long self-control curriculum). S. A. Fagen & N. J. Long (**4:2,** 95-98).
A reply to replies (re Beyond theory and practice). W. C. Rhodes (**5:4,** 275-277).
A reply to replies (re Power, madness and poverty). H. Drummond (**7:2,** 128).
Research-based knowledge and professional practices in special education for emotionally disturbed students. K. C. Lakin (**8:2,** 128-137).
Resource consultant communication and teacher expectations of behaviorally disordered children. S. P. Safran (**8:1,** 25-31).
Responding as a parent and as an administrator (to Rhodes' The future). C. E. Howe (**8:1,** 62-64).
The responsibility resource rooms and resource center: A program administrator looks at training needs of teachers of emotionally disturbed students in secondary school programs. S. Pearl (**4:3,** 163-167).
Return to baseline: Some comments on Smith's reinterpretation of seclusionary timeout. L. Polsgrove (**8:1,** 50-52).
A review of past and current pharmacological interventions in the treatment of emotionally disturbed children and adolescents. J. E. Wilson & S. D. Sherrets (**5:1,** 60-69).
A review of self-control treatments for aggressive behavior. R. Wilson (**9:2,** 131-140).
The RFP, a new management device for Pennsylvania. D. A. Jeffers (**2:1,** 57-59).
Rural area emotional disturbance service delivery: Problems and future directions. P. L. Beare & E. C. Lynch (**8:4,** 251-257).
The school consultation committee: An approach to implementing a teacher consultation model. J. E. McGlothlin (**6:2,** 101-107).
School perceptions of truant adolescent boys. G. L. Zieman & G. P. Benson (**5:4,** 212-222).
School perceptions of truant adolescent girls. G. L. Zieman & G. P. Benson (**6:4,** 197-205).
Seizure disorders and emotionally disturbed children and youth: An inservice training model. G. J. Yard & R. L. Thurman (**7:2,** 86-90).
Self-control: The Fagen-Long curriculum. W. C. Morse (**4:2,** 83-91).
Self-control: Methods for child training. L. Polsgrove (**4:2,** 116-130).
Self-perception, personality, and behavior in emotionally disturbed children. M. Noland & J. J. Gruber (**4:1,** 6-12).
Sex education and the behavioral disordered: A strategy pertinent to parents and professionals. R. L. Thurman & G. J. Yard (**4:1,** 53-60).
Single subject research designs in the placement and organization of education for atypical students. G. R. Rick (**2:1,** 62-64).
The social competence intervention project: Developing education procedures for teaching social interaction skills to handicapped children. R. M. Day, J. J. Fox, R. E. Shores, D. P. Lindeman, & J. J. Stowitschek (**8:2,** 120-127).
The social-emotional side of learning disabilities. T. Bryan & J. H. Bryan (**2:3,** 141-145).
Social interactions between autistic students and their peers. W. Stainback & S. Stainback (**7:2,** 75-81).
Social skills training of behavior disordered adolescents with self-monitoring to promote generalization to a vocational setting. R. B. Warrenfeltz, W. J. Kelly, C. L. Salzberg, C. P. Beegle, S. M. Levy, T. A. Adams, & T. R. Crouse (**7:1,** 18-27).
Some issues in the area of behavioral disorders and the schools in Hawaii and the Pacific Basin. L. Voeltz & S. Donellon (**3:4,** 250-267).
Some trends in the education of children labeled behaviorally disordered. W. Stainback & S. Stainback (**5:4,** 240-249).
Special education in transition: Behavior disordered children in Australia. J. A. Magliocca & L. A. Magliocca (**5:3,** 175-179).
Spizarinctum! A base for reading. R. Van Allen (**3:1,** 2-6).
Staff training issues within residential programs for behavioral disordered children. R. A. Gable & P. S. Strain (**4:4,** 201-207).
Strategies for diagnosis and identification of children with behavior and learning problems. E. M. Koppitz (**2:3,** 136-140).
Structured learning: A psychoeducational approach for teaching social competencies. A. P. Goldstein, R. P. Sprafkin, N. J. Gershaw, & P. Klein (**8:3,** 161-170).
Student self-control as a basis for instructional

adaptation with behaviorally disordered children. L. Murphy & S. M. Ross (**8:4,** 237-243).
A study of attitude acceptance and social adjustment. A L. Lazar, D. Haughton, & R. Orpet (**2:2,** 85-88).
A study of attitudes toward hyperkinesis using Q methodology. G. Stevens & S. Gardner (**8:1,** 9-18).
A survey of classroom teachers of the emotionally disturbed: Attrition and burnout factors. G. M. Lawrenson & A. J. McKinnon (**8:1,** 41-49).
A survey of knowledge about autism among experts and caregivers. J. E. Gilliam & M. Coleman (**7:3,** 189-196).
Suspension and expulsion of the emotionally handicapped: Issues and practices. S. M. Barnette & L. G. Parker (**7:3,** 173-179).
Tangents tossed from an ivory tower (response to Rhodes' The future). J. K. Grosenick (**8:1,** 60-62).
Teacher behaviors and ecological balance. S. I. Mour (**3:1,** 55-58).
Teacher competencies or certification competencies. L. Parker (**5:3,** 163-168).
Teacher consultation: Present, past, and future. M. S. Lilly & L. B. Givens-Ogle (**6:2,** 73-77).
Teacher identification of behavior problems among junior high school students: A preliminary study. L. W. Boomer & T. R. King (**6:4,** 219-222).
Teacher perception of race as a factor in the placement of behaviorally disordered children. A. G. Prieto & S. H. Zucker (**7:1,** 34-38).
A teacher responds (to Drummond's Power, madness and poverty). P. S. Warren (**7:2,** 109-111).
A teacher responds (to Rhodes' Beyond theory and practice). M. White (**5:4,** 268-271).
Teachers attack students — senate committee finds emotional problems created in schools — teachers found to be derelict — educators fail to prepare teachers. T. M. Stephens (**1:2,** 146-148).
A teacher trainer responds (to Rhodes' Beyond theory and practice). R. L. Peterson (**5:4,** 272-274).
A teacher training model: The resource/consulting teacher. L. Idol-Maestas (**6:2,** 108-121).
Teaching behaviorally disordered students to increase teacher attention and praise in mainstreamed classrooms. D. Morgan, K. R. Young, & S. Goldstein (**8:4,** 265-273).
Teaching emotionally disturbed adolescents: A study of selected teacher and teaching characteristics. R. Schmid, B. Algozzine, M. Maher, & D. Wells (**9:2,** 105-112).
Teaching language to the severely behaviorally handicapped: A review of procedures. S. Stainback & W. Stainback (**4:1,** 36-47).
Teaching learning and behavioral disabled students in least restrictive environments. T. M. Stephens (**2:3,** 146-151).
Teaching nonhandicapped students about individual differences: A pilot study. W. Stainback, S. Stainback, C. Hatcher, M. Strathe, & H. Healy (**9:3,** 196-206).
Teaching self-management to incarcerated youth. A. E. Marshall & W. L. Heward. (**4:4,** 215-226).
Teaching social skills in classrooms for behaviorally disordered students. L. J. La Nunziata, D. S. Hill, & L. A. Krause (**6:4,** 238-246).
Teaching strategies for children in conflict: Curriculum methods and materials, by H. L. Swanson & H. R. Reinert. *Reviewed by* E. Klein (**5:4,** 278-282).
Theory Z child variance. R. L. Peterson (**7:4,** 243-249).
Therapeutic management of children's profanity. R. B. Bloom (**2:4,** 205-211).
Timeout as reduced environmental stimulation (RES): Reply to Polsgrove. D. E. P. Smith (**8:1,** 53-55).
Toward an acceptable definition of emotional disturbance. B. Algozzine, R. Schmid, & R. Connors (**4:1,** 48-52).
The triad model: Emotional conflict as an interactive process. B. E. Enright & L. W. Linkous (**4:4,** 242-245).
Truancy intervention with behavior disordered adolescents. P. J. Schloss, M. S. Kane, & S. Miller (**6:3,** 175-179).
Two measures and teacher ratings of impulsivity. N. A. Vacc & S. Mercurio (**2:2,** 114-115).
Two resources room models for serving learning and behavioral disordered pupils. S. E. Wixson (**5:2,** 116-125).
The types of data used in identifying public school students as behaviorally disordered. E. McGinnis, J. Kiraly, Jr., & C. R. Smith (**9:4,** 239-246).
Understanding nonproductive system responses to emotionally disturbed and behaviorally disordered students. M. F. Rubbinstein & V. Rezmierski (**9:1,** 60-67).
The use of free time to increase the reading achievement of three students placed in programs for behavior disordered children. H. J. Rieth, L. Polsgrove, S. Raia, N. Patterson, & K. Buchman. (**3:1,** 45-54).
The use of a relaxation curriculum and biofeedback training in the classroom to reduce inappropri-

ate behaviors of emotionally handicapped children. W. T. Walton (**5:1,** 10-18).
The use of role play and reinforcement procedures in the development of generalized interpersonal behavior with emotionally disturbed-behavior disordered adolescents in a special education classroom. M. S. Lebsock & C. L. Salzberg (**6:3,** 150-163).
The use of sociodrama as a therapeutic technique with behavior disordered children. N. N. Creekmore & A. J. Madan (**7:1,** 28-33).
Using social comparison procedures in educating behaviorally disordered pupils. M. H. Epstein & D. Cullinan (**7:4,** 219-224).
The versatility of paraprofessionals in programs for children with behavioral disorders. G. H. Frith & S. W. Armstrong (**9:2,** 113-116).
Videotape feedback as a behavior management technique. S. R. Booth & D. W. Fairbank (**9:1,** 55-59).
Vocational training and the OLC. C. B. Lattimore (**1:1,** 57-60).
Voices. R. P. Davis (**3:4,** 314-327).
Working model for behaviorally disordered students. G. H. Mahan, E. J. Kaleta, & P. G. Erickson (**2:2,** 116-117).
Youth between the cracks. Glick, B. (**4:4,** 227-231).
The youth center project: Transactional analysis and behavior modification programs for delinquents. C. F. Jesness (**1:1,** 27-36).

REVIEW INDEX

The acting out child: Coping with classroom disruption, by H. Walker. *Reviewed by* P. Nichols (**7:2,** 129-130).
Advances in clinical child psychology: Volume 5, B. B. Lahey & A. E. Kazdin, eds. *Reviewed by* P. Nichols (**8:3,** 217).
An approach to teaching autistic children, M. P. Everard, ed. *Reviewed by* J. A. Reinhart (**5:1,** 72-73).
Are you ready to mainstream? Helping preschoolers with learning and behavior problems, By S. J. Braun & M. G. Lasher, *Reviewed by* S. Rubin (**3:3,** 227-228).
Assertive discipline in the classroom, by L. Canter. *Reviewed by* T. W. Frew (**4:3,** 143-144).
Autism, by J. E. Gilliam. *Reviewed by* W. Stainback (**9:2,** 151-152).
Behavior disorders in children, 2nd ed., by H. F. Clarizio & G. F. McCoy. *Reviewed by* R. Harth (**2:2,** 118-119).
Behavior evaluation scale, by S. B. McCarney, J. E. Leigh, & J. A. Cornbleet. *Reviewed by* D. E. Konopasek (**8:4,** 280-281).
Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school, by J. S. Kaplan. *Reviewed by* P. Nichols (**9:1,** 70-72).
Characteristics of children's behavior disorders, by J. M. Kauffman. *Reviewed by* R. J. Whelan (**2:4,** 242-243).
Child behavior problems, by R. McAuley & P. McAuley. *Reviewed by* M. H. Epstein (**8:4,** 281).
Child behavior therapy: Principles, procedures, and empirical basis, by A. O. Ross. *Reviewed by* M. J. Haring (**8:1,** 73-74).
Childhood behavior disorders, by B. Algozzine, R. Schmid, & C. D. Mercer. *Reviewed by* J. A. Buckhalt (**9:1,** 72-73).
Child psychopathology: Assessment, etiology and treatment, by M. Erickson. *Reviewed by* By S. Gibbons (**3:3,** 228-229).
Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered, by H. R. Reinert. *Reviewed by* J. K. Grosenick (**1:2,** 144-145).
Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered, 2nd ed., by H. R. Reinert. *Reviewed by* R. H. Zabel (**9:3,** 224-226).
Children with learning and behavior problems: A behavior management approach, by W. I. Gardner. *Reviewed by* S. B. McCarney (**3:3,** 229-230).
Clinical behavior therapy with children, by T. H. Ollendick & J. A. Cerney. *Reviewed by* E. E. Garcia (**9:3,** 226-227).
Conflict in the classroom: The education of emotionally disturbed children, 4th ed., by N. J. Long, W. C. Morse, & R. G. Newman. *Reviewed by* P., Zionts (**8:4,** 282-283).
The conflict resolution curriculum for children in emotional conflict, by M. R. Self. *Reviewed by* D. E. Konopasek (**9:3,** 222-223).
Developmental psychopathology, by T. A. Achenbach. *Reviewed by* J. F. Mesinger (**2:1,** 60-61).
Developmental therapy: A textbook for teachers or therapists for emotionally disturbed young

children, by M. W. Wood. *Reviewed by* K. Kovale (**3:4,** 328-331).
Discipline and behavioral management, by D. A. Sabatino, A. C. Sabatino, & L. Mann. *Reviewed by* J. Elliott (**9:4,**).
Disruptive youth in school, J. B. Jordan, D. A. Sabatino, & R. C. Sarri, eds. *Reviewed by* L. Cook (**9:3,** 223-224).
Educating children with severe maladaptive behaviors, by S. Stainback & W. Stainback. *Reviewed by* P. Nichols (**7:1,** 56-58).
Educating disturbed adolescents: Theory and practice, by P. Towns. *Reviewed by* J. E. Leigh (**8:1,** 72-73).
Educating maladjusted children, by R. Laslett. *Reviewed S. Braaten (***9:1,** 74-75).
Effective teaching methods for autistic children, by R. C. Oppenheimer.*Reviewed by* J. A. Reinhart (**5:1,** 70-71).
Emotionally disturbed and deviant children: New views and approaches, by W. C. Rhodes & J. L. Paul. *Reviewed by* S. M. Swap (**5:3,** 206-208).
Handbook of minimal brain dysfunction: A critical view, H. E. Rie & E. D. Rie, eds. *Reviewed by* J. T. Dalby (**6:4,** 257-258).
H & H "How to" series, N. H. Azrin, V. A. Besalel, R. V. Hall, & M. C. Hall, eds. *Reviewed by* M. A. Mastropieri & T. E. Scruggs (**7:3,** 199-201).
Help starts here: The maladjusted child in the ordinary school, by I. Kolvin, R. F. Garside, A. R. Nichol, A. Macmillan, F. Wolstenholme, & I. M. Leitch. *Reviewed by* K. D. Juul (**9:2,** 152-153).
Hey, I got sump'n to tell you an' it cool, by J. L. Monaco & E. L. Zaslow. *Reviewed by* M. Ballou (**3:1,** 59-61).
Mainstreaming emotionally disturbed children, by A. J. Pappanikou & J. L. Paul. *Reviewed by* W. J. Mosley (**2:4,** 243-246).
Managing inappropriate behaviors in the classroom, by T. C. Lovitt. *Reviewed by* C. R. Greenwood (**8:2,** 140-141).
Psychopathology and child development: Research and treatment, by E. Schopler & R. J. Reichler. *Reviewed by* L. Voeltz (**2:2,** 120-121).
Punishment and aversive stimulation in special education: Legal, theoretical, and practical issues in their use with emotionally disturbed children and youth, F. H. Wood & K. C. Lakin, eds. *Reviewed by* E. Edgar (**7:4,** 255-256).
Report to the nation on crime and justice: The data (NCJ-87068), by the U.S. Dept. of Justice. *Reviewed by* C. M. Nelson (**9:2,** 155).
Strategies for managing behavior problems in the classroom, by M. M. Kerr & C. M. Nelson. *Reviewed by* C. R. Smith (**9:1,** 68-70).
Teaching behavioral self-control to students, by E. A. Workman. *Reviewed by* P. Nichols (**8:3,** 217-218).
Teaching children self-control: Preventing emotional and learning problems in the elementary school, by S. A. Fagen, N. J. Long, & D. J. Stevens. *Reviewed by* S. J. Apter (**4:1,** 61-62).
Teaching discipline: A positive approach for educational development, by C. H. Madsen, Jr. & C. E. Madsen. *Reviewed by* F. F. Billingsley (**8:2,** 138-140).
Teaching skills to children with learning and behavior disorders, by T. M. Stephens. *Reviewed by* F. H. Woods (**2:3,** 176-178).
Teaching strategies for children in conflict: Curriculum, methods, and materials, by H. L. Swanson. *A reply to a review,* author. (**7:1,** 58-62).
Teaching students with behavior disorders: Techniques for classroom instruction, by P. A. Gallagher. *Reviewed by* M. J. Coutinho (**5:2,** 126-129).
Teaching the learning disabled child, by N. G. Haring & B. Batemen. *Reviewed by* J. McLeskey (**5:3,** 209-210).
Think aloud: Increasing social and cognitive skills — A problem solving program for children, primary level, by B. W. Camp. *Reviewed by* P. Nichols (**7:3,** 197-198).
Treating children's fears and phobias: A behavioral approach, by R. J. Morris & T. R. Kratochwill. *Reviewed by* P. Leone (**9:4,** 278).
The troubled and troubling child by N. Hobbs. *Reviewed by* R. Harth (**8:2,** 138).
Troubled children/troubled systems, by S. J. Apter. *Reviewed by* K. Ruhl & B. Algozzine (**9:2,** 153-155).
The utilization of classroom peers as behavior change agents, P. S. Strain, ed. *Reviewed by* R. Rueda (**8:4,** 283-284).
Views and reviews from CEC/ERIC. J. N. Nazzaro (**2:3,** 178-182; **2:4,** 246-249; **3:4,** 332-336; **4:2,** 145-149; **5:1,** 74-77).